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ABSTRACT

Texts in spoken Standard Chinese were developed to improve and update Chinese materials to reflect current usage in Beijing and Taipei. The focus is on communicating in Chinese in practical situations. The overall course is organized into 10 modules, student workbooks, and resource modules. This workbook covers the orientation and biographic information modules and includes exercises and communication games. The communication games set up defined, limited situations to talk about, and players are provided different information so that they can exchange this information. Goals are provided for communication games. (SW)

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ED187093

STANDARD CHINESE

A MODULAR APPROACH

STUDENT WORKBOOK

MODULE 1: ORIENTATION
MODULE 2: BIOGRAPHIC INFORMATION

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PREFACE

Standard Chinese: A Modular Approach originated in an interagency conference held at the Foreign Service Institute in August 1973 to address the need generally felt in the U.S. Government language training community for improving and updating Chinese materials to reflect current usage in Beijing and Taipei.

The conference resolved to develop materials which were flexible enough in form and content to meet the requirements of a wide range of government agencies and academic institutions.

A Project Board was established consisting of representatives of the Central Intelligence Agency Language Learning Center, the Defense Language Institute, the State Department's Foreign Service Institute, the Cryptologic School of the National Security Agency, and the U.S. Office of Education, later joined by the Canadian Forces Foreign Language School. The representatives have included Arthur T. McNeill, John Hopkins, and John Boag (CIA); Colonel John F. Elder III, Joseph C. Hutchinson, Ivy Gibian, and Major Bernard Muller-Thym (DLI); James R. Frith and John B. Ratliff III (FSI); Kazuo Shitama (NSA); Richard T. Thompson and Julia Petrov (OE); and Lieutenant Colonel George Kozoriz (CFFLS).

The Project Board set up the Chinese Core Curriculum Project in 1974 in space provided at the Foreign Service Institute. Each of the six U.S. and Canadian government agencies provided funds and other assistance.

Gerard P. Kok was appointed project coordinator, and a planning council was formed consisting of Mr. Kok, Frances Li of the Defense Language Institute, Patricia O'Connor of the University of Texas, Earl M. Rickerson of the Language Learning Center, and James Wrenn of Brown University. In the fall of 1977, Lucille A. Barale was appointed deputy project coordinator. David W. Dellinger of the Language Learning Center and Charles R. Sheehan of the Foreign Service Institute also served on the planning council and contributed material to the project. The planning council drew up the original overall design for the materials and met regularly to review their development.

Writers for the first half of the materials were John H. T. Harvey, Lucille A. Barale, and Roberta S. Barry, who worked in close cooperation with the planning council and with the Chinese staff of the Foreign Service Institute. Mr. Harvey developed the instructional formats of the comprehension and production self-study materials, and also designed the communication-based classroom activities and wrote the teacher's guides. Lucille A. Barale and Roberta S. Barry wrote the tape scripts and the student text. By 1978 Thomas E. Madden and Susan C. Pola had joined the staff. Led by Ms. Barale, they have worked as a team to produce the materials subsequent to Module 6.

All Chinese language material was prepared or selected by Chuan O. Chao, Ying-chih Chen, Hsiao-jung Chi, Eva Diao, Jan Hu, Tsung-mi Li, and Yunhui C. Yang, assisted for part of the time by Chieh-fang Ou Lee, Ying-ming Chen, and Joseph Yu Hsu Wang. Anna Affholder, Mei-li Chen, and Henry Khuo helped in the preparation of a preliminary corpus of dialogues.

Administrative assistance was provided at various times by Vincent Basciano, Lisa A. Bowden, Jill W. Ellis, Donna Fong, Renee T. C. Liang, Thomas E. Madden, Susan C. Pola, and Kathleen Strype.

The production of tape recordings was directed by Jose M. Ramirez of the Foreign Service Institute Recording Studio. The Chinese script was voiced by Ms. Chao, Ms. Chen, Mr. Chen, Ms. Diao, Ms. Hu, Mr. Khuo, Mr. Li, and Ms. Yang. The English script was read by Ms. Barale, Ms. Barry, Mr. Basciano, Ms. Ellis, Ms. Pola, and Ms. Strype.

The graphics were produced by John McClelland of the Foreign Service Institute Audio-Visual staff, under the general supervision of Joseph A. Sadote, Chief of Audio-Visual.

Standard Chinese: A Modular Approach was field-tested with the cooperation of Brown University; the Defense Language Institute, Foreign Language Center; the Foreign Service Institute; the Language Learning Center; the United States Air Force Academy; the University of Illinois; and the University of Virginia.

Colonel Samuel L. Stapleton and Colonel Thomas G. Foster, Commandants of the Defense Language Institute, Foreign Language Center, authorized the DLIFLC support necessary for preparation of this edition of the course materials. This support included coordination, graphic arts, editing, typing, proofreading, printing, and materials necessary to carry out these tasks.

James R. Frith

James R. Frith, Chairman
Chinese Core Curriculum Project Board

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MODULE 1: ORIENTATION

ABOUT COMMUNICATION GAMES

For the classroom activities called Communication Games, the word "communication" is clearly appropriate. You are communicating. That is, you are purposefully exchanging information.

The word "games," however, has the drawback of suggesting a lack of seriousness, except perhaps for seriousness in competition. Communication Games are not meant to be entertaining breaks in the work of language learning, or rewards for that work. They are, instead, meant to be the most serious language-learning work of all. In fact, the only element of the games that is not serious is the occasional competition which may occur.

Once the intent of the activity is understood, the word "games" turns out to be handy and apt. As in other games, you will find that situations, rules, and goals have been made up for the Communication Games. Also, as in other games, the Communication Games succeed in imitating reality in various ways.

While expecting Communication Games to be serious work, you may find them entertaining and rewarding after all. If you do, it will probably be because you are communicating.

You are learning Chinese to be able to communicate in Chinese. Language has other functions. People often talk with each other merely to avoid an awkward silence. They often talk right past each other, to let something out, or talk to themselves, to work something out. But the essential function of language is communication. You want to understand and be understood.

In this course the assumption is made that you learn by doing. You learn to communicate by communicating. A lot of study time and even some class time must be spent on preparing to use the language, but no amount of preparation can take the place of trying to use the language.

It is not enough, however, for the teacher to say "Let's talk." For one thing, you need something to talk about. The subject must be fairly definite if you are to be able to determine whether you have said what you wanted to say. Communication Games set up defined, limited situations to talk about.

For another thing, as a speaker you need to know something the listener does not know. Similarly, as a listener you should not have the information the speaker has. Otherwise, nothing that is said will really tell anybody anything, or have any real effect. You would lose the best evidence

that you have said what you meant to say or have understood what you were meant to understand. In Communication Games, therefore, the players are provided with different information so that they can exchange this information.

To communicate, you need purpose. You need reasons for choosing to say or ask specific things. Your intention gives significance to what happens as a result of what you say. In Communication Games you will be given goals, such as the solution of a puzzle. Different ways to achieve the goals will occur to you as your knowledge of the situation changes and indeed as the situation changes.

The Communication Games in this course make rather different demands on you than most classroom language-learning activities. You may find yourself groping for the right words and for the right way to put them together, or groping for the right meaning. But when you work these problems out for yourself, you are really learning the language. You are doing exactly what you will have to do when you speak Chinese on your own later on--but somewhat more slowly and consciously, as is generally the case when beginning something new.

In other words, in Communication Games you are given opportunities to make mistakes. Without such opportunities, you have no chance to try out your understanding of how the language works.

The time for help from the teacher is after you have said something. After you put a sentence together, partly consciously and partly unconsciously, you are particularly sensitive to what it contains. You know what words you selected, what grammar you applied, what pronunciation you attempted, and what meaning you intended. A correction is likely to meet a recognized need, or at least to click neatly into place. Saying the sentence once or twice after the instructor says it will pull things together for you. Often you will find that you do not need specific help but can pick up hints from the conversation--again, partly consciously and partly unconsciously.

Obviously, you will "play" these Communication Games in Chinese. You should be able to say everything in Chinese, even to ask what an expression means or how to say something. Whatever you say in English is likely to tip your hand, to give away just enough of what you are trying to say to invalidate your attempt to say it in Chinese. (Nonverbal shortcuts can also ruin a game.)

At times, a word or two in English between you and the teacher may straighten out a problem, but these instances will be few. Fight that occasional temptation to lapse into English, particularly when commenting on a game or on your performance. By far the best policy is to swear off English for the duration.

UNIT 1 COMMUNICATION GAME

INSTRUCTIONS:

Type: Fact-Gathering

Situation: You meet three people and exchange names.

Goal: To ask and find out the names of other people and to tell them your name.

Number of Players: Groups of four students or fewer.

Materials: A work sheet for each player. (See Sample Work Sheets, which follow.)

For the first round of the game, each male player assumes the man's name which is written on his work sheet. Female players assume women's names. For a second round, each male player assumes the woman's name written on his work sheet, and female players assume men's names. This arrangement will allow maximum practice in pronouncing different names.

Procedure: For these conversations, you should use the "mingling" approach (as you would mingle at a party); that is, mix freely with the other players in your group to exchange information (no fixed order).

Write down the names you learn in the empty boxes on your work sheet, using the correct Hànyǔ Pīnyīn romanization, including tone marks.

Example: You are Speaker 1 (S1). You are talking with your first partner (S2):

S1: Nǐ shi shéi?
S2: Wǒ shi Mǎ Mínglǐ. Nǐ xìng shénme?
S1: Wǒ xìng Fāng. Wǒ shi Fāng Bǎolán.

Additional Note: If you don't catch a name, ask again, as many times as necessary. You may also use the polite request Qǐng ni zài shuō yícì, "Please say it again" (from the first tape of the resource module on Classroom Expressions). Qǐng ni is actually pronounced qíng ni.

Practice Points: Everything in Unit 1. Also, the Pronunciation and Romanization Module through Tape 2.

SAMPLE WORK SHEETS:

	Full Name	
a	(Mr.)	
	(Ms.)	
b	(Mr.)	Mǎ Mínglǐ
	(Ms.)	Fāng Bǎolán
c	(Mr.)	
	(Ms.)	
d	(Mr.)	
	(Ms.)	

		Full Name
a	(Mr.)	Huá Fānghǔ
	(Ms.)	Lín Wénfēng
b	(Mr.)	
	(Ms.)	
c	(Mr.)	
	(Ms.)	
d	(Mr.)	
	(Ms.)	

		Full Name
a	(Mr.)	
	(Ms.)	
b	(Mr.)	Lǐ Huánliàng
	(Ms.)	Lù Wǎnfēng
c	(Mr.)	
	(Ms.)	
d	(Mr.)	
	(Ms.)	

		Full Name
a	(Mr.)	
	(Ms.)	
b	(Mr.)	
	(Ms.)	
c	(Mr.)	Hóng Yǒuwéi
	(Ms.)	Luò Hǎiyáo
d	(Mr.)	
	(Ms.)	

	Full Name	
a	(Mr.)	
	(Ms.)	
b	(Mr.)	
	(Ms.)	
c	(Mr.)	
	(Ms.)	
d	(Mr.)	Fàn Hèlóng
	(Ms.)	Máo Wànfāng

BLANK WORK SHEET:

	Full Name	
a	(Mr.)	
	(Ms.)	
b	(Mr.)	
	(Ms.)	
c	(Mr.)	
	(Ms.)	
d	(Mr.)	
	(Ms.)	

UNIT 2 COMMUNICATION GAME

INSTRUCTIONS:

Type: Guessing

Situation: You are one of four people with similar-sounding surnames and similar-sounding given names. You know all the names involved but have to guess which name belongs to which person.

Goal: To guess people's surnames and given names.

Number of Players: Groups of four students or fewer.

Materials: One deck of cards with surnames written on them and another deck with given names. (There are enough names and cards for one group of players to play several rounds.)

Setting up: First, your teacher will write on the chalkboard a list of the surnames and given names to be used in the game.

Then, one player is selected to be the first person questioned, and he picks a surname card and a given-name card.

Procedure: For these conversations, you should use the "questioning by turns" approach; that is, each player takes a turn at being questioned by all the other players.

After the player to be questioned has selected his surname card and given-name card, the other players should then take turns trying to guess his surname and given name from the names on the chalkboard. Use ma questions to guess his surname, unless there is only one possibility left, in which case the more appropriate choice is a simple statement of what his surname is.

When the players have guessed the first person's name, a surname card and a given-name card are given to another player, who is then questioned. Continue until each player has been questioned.

When you are questioning a player, do not follow the order in which the names are listed on the chalkboard. Instead, skip around. If you follow a recognizable order, everybody will know which name you are trying to pronounce. The purpose of the game, which is to be understood when pronouncing Chinese names, would thus be defeated.

Example: (This example is limited to surnames.) The surnames Hū, Hú, Hǔ, and Hù are listed on the chalkboard. Speaker 1 has taken the card for Hǔ from the deck of surname cards.

S2: Nǐ xìng Hú ma?
S1: Wǒ bú xìng Hú.

S3: Nǐ xìng Hù ma?
S1: Wǒ bú xìng Hù.

S4: Nǐ xìng Hū ma?
S1: Wǒ bú xìng Hū.

S2: Nǐ xìng Hǔ.
S1: Wǒ xìng Hǔ.

Practice Points: Xìng, jiào, and ma. Also, the Pronunciation and Romanization Module through Tape 4 (or through Tape 5 if you have studied P&R 5).

CARDS--GIVEN NAMES

Zhíyíng	Zhìyíng	Zhǐyǐng	Zhǐyǐng
Bàoyí	Bàoyì	Bàoyí	Bàoyǐ
Qílóng	Chílóng	Xílóng	Shílóng

CARDS--SURNAMES

Zāng	Cāng	Shāng	Sāng
Zhāng	Chāng	Jiāng	Qiáng
Sī	Sū	Shī	Xī

ABOUT THE C-2 AND P-2 TAPES

The C-2 and P-2 tapes are designed to give you as many benefits of communication practice as possible in self-study materials. The idea of communication with a tape instead of a partner contradicts itself, of course. The tape has no need to know or to tell. It has none of the flexibility of a human speaker. But practice with these tapes is the closest you can come to communication practice outside the classroom and outside real life.

Some of the situations for the exercises are not like situations you will deal with in real life. The exercise situations are not intended to be realistic in this sense but are intended to make the exercises more concrete.* In the exercises, the amount of concentrated practice with constructions and vocabulary items during a few minutes of conversation might equal your exposure to these expressions over a period of days or weeks during a trip to China. For this reason you might find yourself, for example, playing the role of a hotel manager or clerk, dealing with dozens of guests, rather than more realistically acting as a guest.

Approach the communication tapes as you approached the Communication Games: expect to be challenged; expect to work out how to say specific things to fit the facts and requirements of a situation; and expect to learn from correction and repetition after having made your best stab at an answer. Don't be concerned about making mistakes. You are very likely to make mistakes at the beginning of an exercise, when you are getting the feel of it. Sometimes, you may still be making mistakes at the end of an exercise, in which case you might profit from another run-through.

The communication tapes contain enough material in enough variety to merit repeated use, either for initial learning or for review. Remember that these tapes are intended not as tests you should pass handily or as assignments you must complete but rather as opportunities for you to learn from the rough-and-tumble of the language in use.

Despite the authors' best efforts, instructions may not afford immediate understanding of an activity, particularly if you have not already completed a similar activity in the classroom. After studying the instructions carefully, you may still find that you need to go through the first few items in an exercise before you understand fully what you are supposed to do. Examples in the instructions are usually the first items in the taped exercises.

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*This comment applies as well to many of the classroom communication activities.

There are many appropriate answers to most questions in these exercises, and the tape can provide only one correct response. Often the answer provided will be a fuller response than would be given in everyday conversation, on the principle that a fuller answer will imply the correct shorter answer and will be more worthwhile to repeat. At the same time, the answer will always be as direct as possible, never including more than is actually asked for.

You must use your own judgment in deciding whether your answer was acceptable. If you recognize that the suggested answer given on tape is what you intended to say and if you are reasonably sure that your way of saying it is just as good, note that the answer could be said two ways. If you can see where you went wrong, note that. If you are not sure about your answer, the best thing you can do is copy down the question and your answer and consult either the text or your instructor. Don't let it bother you if a few problems remain unresolved.

Some additional vocabulary items are introduced on the communication tapes for most units and are used for the drill tapes and in class. There are just enough of these items to allow you to exploit the sentence types you are learning and to explore the situation topics you are covering. The items are included in the instructions for the C-2 and P-2 exercises and may also be found in the text Target Lists, Reference Lists, and Vocabularies for the units. Some items are also in Resource Modules.

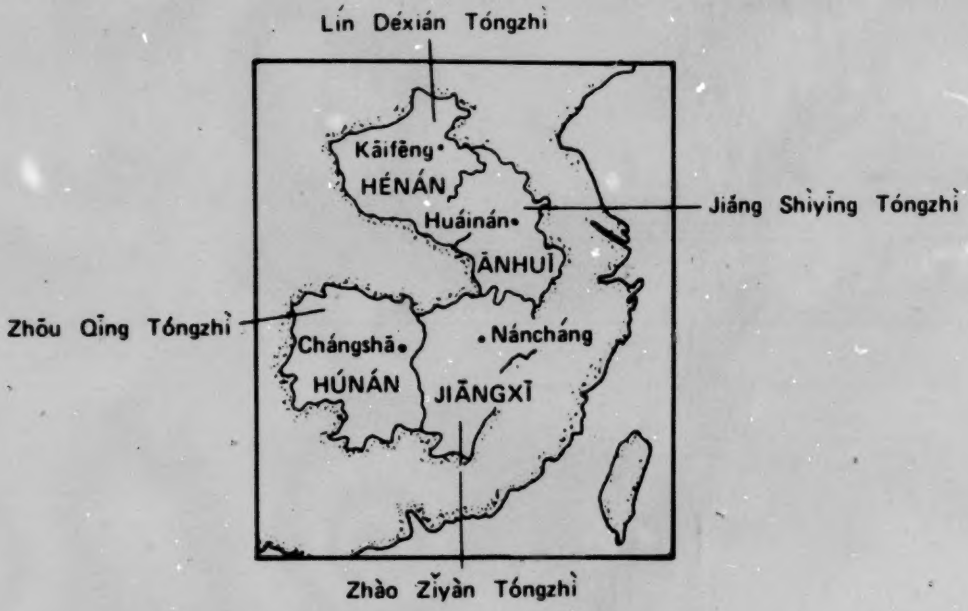
A few comprehension exercises contain sentences that are over your head. These over-the-head items are included to give you practice in picking out the sentences you understand from a stream of Chinese speech. You are not meant to try to learn these sentences.

UNIT 3 C-2 WORKBOOK

EXERCISE 1

Display I is a map of part of China showing the birthplaces of the four people named in the margins. Exercise 1 is a series of yes/no questions about these four people. After listening to each question, consult the map and answer the question "yes" or "no" by putting a check mark in front of the appropriate response. If the pause on tape before the speaker answers a question is not long enough, stop the tape.

DISPLAY I



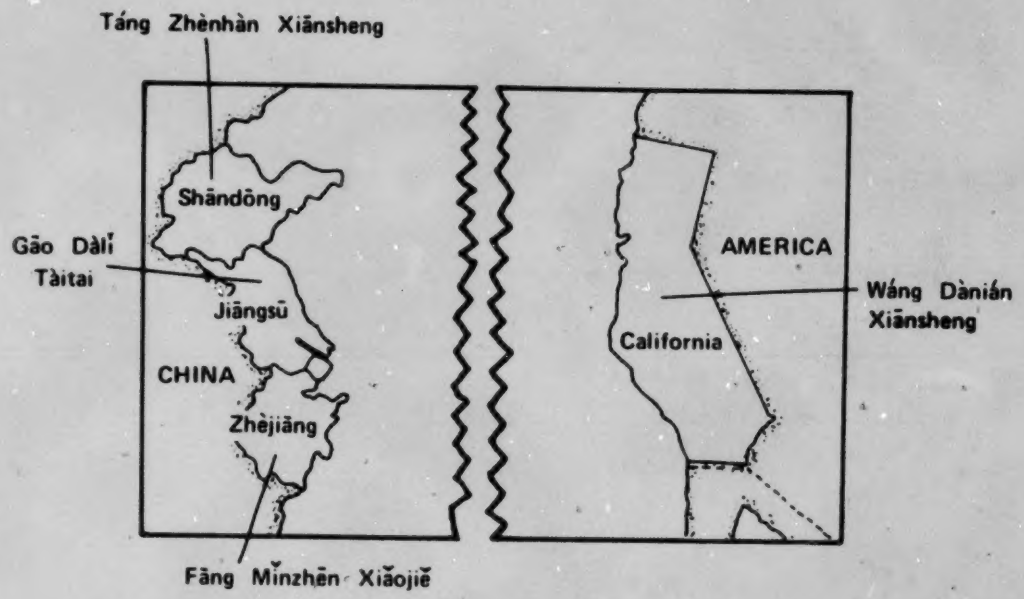
1.	( ) Yes	( ) No	7.	( ) Yes	( ) No
2.	( ) Yes	( ) No	8.	( ) Yes	( ) No
3.	( ) Yes	( ) No	9.	( ) Yes	( ) No
4.	( ) Yes	( ) No	10.	( ) Yes	( ) No
5.	( ) Yes	( ) No	11.	( ) Yes	( ) No
6.	( ) Yes	( ) No	12.	( ) Yes	( ) No

EXERCISE 2

Display II is a map indicating the names and birthplaces of four people now living in Taipei. Exercise 2 is a series of questions about the people. After listening to each question-word question, put a check mark in front of the response that gives the information requested. After each yes/no question, check "yes" or "no." There is a pause on tape before the speaker answers each question.

(Notice that all the "yes" and "no" answers start out with shì and bú shi.)

DISPLAY II



1.	( ) Californian	( ) American	( ) Yes	( ) No
2.	( ) Californian	( ) American	( ) Yes	( ) No
3.	( ) from Jiāngsū	( ) Chinese	( ) Yes	( ) No
4.	( ) from Zhèjiāng	( ) Chinese	( ) Yes	( ) No
5.	( ) from Shāndōng	( ) Chinese	( ) Yes	( ) No
6.	( ) from Zhèjiāng	( ) Chinese	( ) Yes	( ) No
7.	( ) Californian	( ) American	( ) Yes	( ) No
8.	( ) from Jiāngsū	( ) Chinese	( ) Yes	( ) No
9.	( ) from Zhèjiāng	( ) Chinese	( ) Yes	( ) No
10.	( ) from Shāndōng	( ) Chinese	( ) Yes	( ) No
11.	( ) from Shāndōng	( ) Chinese	( ) Yes	( ) No
12.	( ) from Jiāngsū	( ) Chinese	( ) Yes	( ) No

EXERCISE 3

In this exercise you will work on your comprehension of questions which ask who different people are and what their names are. For each item, a speaker will ask a question about the person whose name is written in this workbook after the item number. All the information you need to answer each question is in the underlined full name and title. Put a check mark in front of the answer that gives the information requested.

Example from the Tape:

S1: Tā shi shéi?
(pause on tape to allow you to mark your answer)
S2: Tā shi Lín Déxián Tóngzhì.

Example from the Workbook:

1. Lín Déxián Tóngzhì

(✓) Lín Déxián Tóngzhì ( ) Lín ( ) Déxián ( ) Yes ( ) No

---

1. Lín Déxián Tóngzhì

( ) Lín Déxián Tóngzhì ( ) Lín ( ) Déxián ( ) Yes ( ) No

2. Jiāng Shìyīng Tóngzhì

( ) Jiāng Shìyīng Tóngzhì ( ) Jiāng ( ) Shìyīng ( ) Yes ( ) No

3. Zhào Zǐyàn Tóngzhì

( ) Zhào Zǐyàn Tóngzhì ( ) Zhào ( ) Zǐyàn ( ) Yes ( ) No

4. Zhōu Qīng Tóngzhì

( ) Zhōu Qīng Tóngzhì ( ) Zhōu ( ) Qīng ( ) Yes ( ) No

5. Táng Zhènhàn Xiānsheng

( ) Táng Zhènhàn Xiānsheng ( ) Táng ( ) Zhènhàn ( ) Yes ( ) No

6. Gāo Dàlǐ Tàitai

( ) Gāo Dàlǐ Tàitai ( ) Gāo ( ) Dàlǐ ( ) Yes ( ) No

7. Fāng Mǐnzhēn Xiǎojiě

( ) Fāng Mǐnzhēn Xiǎojiě ( ) Fāng ( ) Mǐnzhēn ( ) Yes ( ) No

8. Wáng Dànián Xiānsheng
( ) Wáng Dànián Xiānsheng ( ) Wáng ( ) Dànián ( ) Yes ( ) No

9. Lín Déxián Tóngzhì
( ) Lín Déxián Tóngzhì ( ) Lín ( ) Déxián ( ) Yes ( ) No

10. Jiǎng Shìyīng Tóngzhì
( ) Jiǎng Shìyīng Tóngzhì ( ) Jiǎng ( ) Shìyīng ( ) Yes ( ) No

11. Zhào Zǐyàn Tóngzhì
( ) Zhào Zǐyàn Tóngzhì ( ) Zhào ( ) Zǐyàn ( ) Yes ( ) No

12. Zhōu Qīng Tóngzhì
( ) Zhōu Qīng Tóngzhì ( ) Zhōu ( ) Qīng ( ) Yes ( ) No

13. Táng Zhènhàn Xiānsheng
( ) Táng Zhènhàn Xiānsheng ( ) Táng ( ) Zhènhàn ( ) Yes ( ) No

14. Gāo Dàlǐ Tàitai
( ) Gāo Dàlǐ Tàitai ( ) Gāo ( ) Dàlǐ ( ) Yes ( ) No

15. Fāng Mǐnzhēn Xiǎojiě
( ) Fāng Mǐnzhēn Xiǎojiě ( ) Fāng ( ) Mǐnzhēn ( ) Yes ( ) No

16. Wáng Dànián Xiānsheng
( ) Wáng Dànián Xiānsheng ( ) Wáng ( ) Dànián ( ) Yes ( ) No

EXERCISE 4

For each item in this exercise, a speaker will introduce himself. Indicate by a check mark which of the two romanized names is the one he gave. Then the speaker will tell you which one is and which one is not the one he gave. For example, if the speaker says

Wǒ shi Wáng Dànián

you should answer in your workbook

(✓) Wáng Dànián ( ) Huáng Dànián

Then the speaker will say

Wǒ shi Wáng Dànián, bú shi Huáng Dànián.

(Notice that he mentions the names in left-to-right order.)

For another example, the speaker says

Wǒ shi Huáng Dànián.

You should answer in your workbook

( ) Wáng Dànián (✓) Huáng Dànián

Then the speaker will confirm:

Wǒ bú xìng Wáng, xìng Huáng.

(Again, you can rely on his mentioning the choice on the left first and the choice on the right second.)

1.	( ) Lín Déxián	( ) Lín Déqián
2.	( ) Jiāng Shìyīng	( ) Jiāng Zhìyīng
3.	( ) Zhào Zǐyàn	( ) Zhào Zìyàn
4.	( ) Zhōu Qīng	( ) Zhū Qīng
5.	( ) Táng Zhènhàn	( ) Tán Zhènhàn
6.	( ) Gāo Dàlǐ Tàitai	( ) Gāo Dàlǐ Tàitai
7.	( ) Fáng Mǐnzhēn	( ) Féng Mǐnzhēn
8.	( ) Wáng Dànián	( ) Huáng Dànián
9.	( ) Mǎ Zìqiáng	( ) Mǎ Zhìqiáng
10.	( ) Sūn Měilián	( ) Sūn Měilán
11.	( ) Jiāng Huìwén	( ) Jiǎng Huìwén
12.	( ) Jiāng Yǒngpíng	( ) Zhāng Yǒngpíng
13.	( ) Lǐ Huìrán	( ) Lí Huìrán
14.	( ) Chāng Lìróng	( ) Zhāng Lìróng
15.	( ) Máo Shìmíng	( ) Máo Sìmíng
16.	( ) Guō Shàowēn	( ) Guō Shàowén
17.	( ) Lóu Chéng	( ) Luó Chéng
18.	( ) Zhāng Měizhēn	( ) Zhuāng Měizhēn
19.	( ) Zhào Jièshī	( ) Zhào Jièshí
20.	( ) SI Dàiwéi	( ) Shī Dàiwéi

EXERCISE 5

For each item, the speaker will tell you where he is from, twice. Write the place name in romanization, including the tone marks. If you need more time to complete an answer, stop the tape.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

EXERCISE 6

In this exercise you will fill in the boxes below with information from a recorded dialogue. You will hear the dialogue three times. As you listen to it for the third time, stop the tape whenever you hear information which you need to fill in a box. (The third time, there will be enough time between sentences for you to stop the tape and start it up again without missing anything.)*

	MALE SPEAKER	FEMALE SPEAKER	OTHER PERSON TALKED ABOUT
SURNAME			
GIVEN NAME			
NATIONALITY			
PLACE OF ORIGIN			

*A good bit of the dialogue is over your head, but all the information you need is in sentences you should be able to understand.

UNIT 3 P-2 WORKBOOK

EXERCISE 1

Display I, on the next page, is a map of part of China showing the birthplaces of the four people named in the margins. Use the information in the display to answer the questions in this exercise. The speaker will ask each question twice. Then he will pause to allow you to answer. (You may stop the tape to give yourself more time if you cannot come up with an answer right away.) After this pause, the speaker will give you a correct answer and then pause again to allow you to repeat it. An example precedes the first item on the tape.

Your answer may be different from the speaker's answer but still perfectly correct. If you are not sure whether yours is right or not, make a note and consult your instructor later.

EXERCISE 2

Display II, on the next page, shows the names and birthplaces of four people now living in Taipei. Use the display to answer the questions in this exercise. The speaker will follow the procedure used for asking questions in Exercise 1.

EXERCISE 3

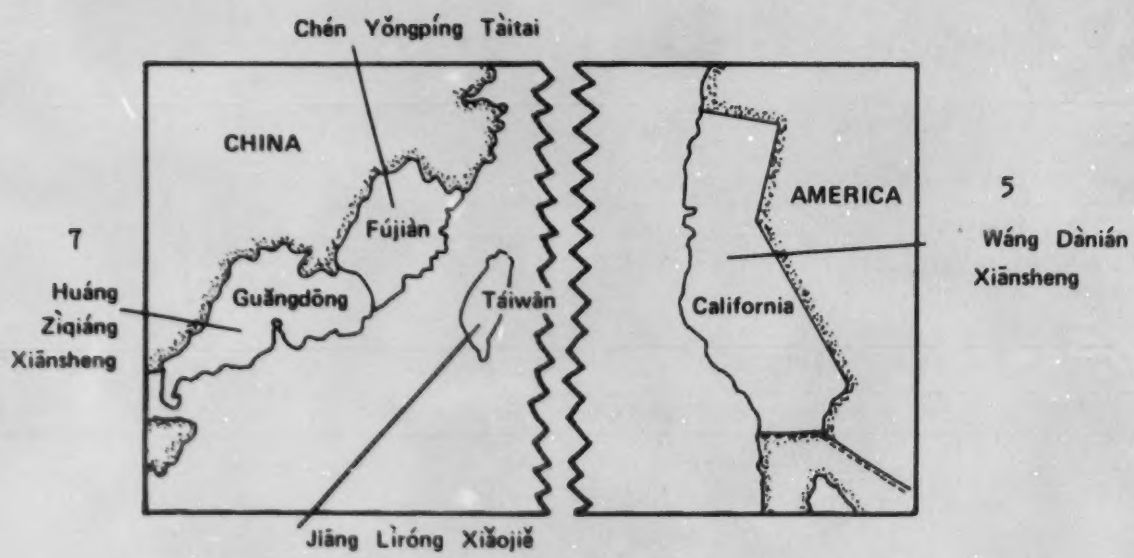
The names of the eight people in Display I and Display II are numbered. When the speaker says "Number One," that means that the following questions will be about the person with the number 1 next to his name. After the speaker says "Number Two," your answers should be about Máo Zhǐmín Tóngzhì. And so forth.

Questions will not be repeated. After each question there will be a pause for your answer, then a confirmation from the speaker, and then a pause for repetition.

DISPLAY I *

NOTE: Wǔchāng is now part of a conglomerate of three cities. The conglomerate is known as Wǔhàn.

DISPLAY II *



*The numbers included in this display are for use in completing Exercise 3.

EXERCISE 4

In the conversation on tape, Edward Smith, from Pennsylvania, is meeting someone for the first time in Taipei. After each question addressed to Smith, try to give the answer before he does. (You may stop the tape before answering.) Further instructions are on the tape.

Here is the information you will need for this exercise:

SĪ Déhuá	(Edward Smith)
BĪnzhōu	(Pennsylvania)

UNIT 3 COMMUNICATION GAME

INSTRUCTIONS:

Type: Matching

Situation: The setting is Taipei. You are one of four married people who meet and talk about what provinces they and their husbands or wives are from.

Goal: To find people who come from the same province.

Number of Players: Groups no larger than four players.

Materials: A work sheet for each player. (See Sample Work Sheets, which follow.) Your work sheet shows your name, your home province, and the home province of your spouse.

Procedure: For these conversations, use the "mingling" approach; that is, mix freely with the other players in your group to exchange information (no fixed order).

When you find someone from your province, say in Chinese "I'm also from . . . ." Complete your work sheet by filling in the home provinces of the other players and their spouses as you learn them.

Example: You are Speaker 1 (S1).

S1: Nín guìxìng?
S2: Wǒ xìng Mǎ. Nǐ shi shéi?

S1: Wǒ shi Lǐ Shǒutiān. Mǎ Xiānsheng, nǐ shi nǎrde rén?
S2: Wǒ shi Shāndōng rén.

S1: Mǎ Tàitai shi nǎrde rén?
S2 Tā shi Héběi rén.
S1: Wǒ yě ("also") shi Héběi rén.

Additional Note: Notice in the last line of the example that the new word yě, "also," is used before the verb shi. Yě is not introduced until Unit 4, but try to use it now when you point out a match.

Practice Points: Nǎrde rén, (province) rén.

SAMPLE WORK SHEETS:

	Héběi	Húběi	Sìchuān	Guǎngdōng	Fújiàn	Zhèjiāng	Jiāngsū	Shāndōng
Mr. Sūn Zhǐyuǎn								
Mrs. Sūn Zhǐyuǎn								
Mr. Sòng Zìqiáng				✓				
Mrs. Sòng Zìqiáng	✓							
Mr. Xǔ Déxián								
Mrs. Xǔ Déxián								
Mr. Sīmǎ Shìmín								
Mrs. Sīmǎ Shìmín								

	Héběi	Húběi	Sìchuān	Guǎngdōng	Fújiàn	Zhèjiāng	Jiāngsū	Shāndōng
Mr. Sūn Zhǐyuǎn	✓							
Mrs. Sūn Zhǐyuǎn		✓						
Mr. Sòng Zìqiáng								
Mrs. Sòng Zìqiáng								
Mr. Xǔ Déxián								
Mrs. Xǔ Déxián								
Mr. Sīmǎ Shìmín								
Mrs. Sīmǎ Shìmín								

	Héběi	Húběi	Sìchuān	Guǎngdōng	Fújiàn	Zhèjiāng	Jiāngsū	Shāndōng
Mr. Sūn Zhǐyuǎn								
Mrs. Sūn Zhǐyuǎn								
Mr. Sòng Zìqiáng								
Mrs. Sòng Zìqiáng								
Mr. Xǔ Déxián								
Mrs. Xǔ Déxián								
Mr. Sīmǎ Shìmín		✓						
Mrs. Sīmǎ Shìmín							✓	

	Héběi	Húběi	Sìchuān	Guǎngdōng	Fújiàn	Zhèjiāng	Jiāngsū	Shāndōng
Mr. Sūn Zhǐyuǎn								
Mrs. Sūn Zhǐyuǎn								
Mr. Sòng Zìqiáng								
Mrs. Sòng Zìqiáng								
Mr. Xǔ Déxián				✓				
Mrs. Xǔ Déxián			✓					
Mr. Sīmǎ Shìmín								
Mrs. Sīmǎ Shìmín								

UNIT 4 C-2 WORKBOOK

EXERCISE 1

This exercise is based on a conversation between Mr. Davis and Comrade Qián, who have just met. You will hear the conversation three times. As you listen to it for the third time, stop the tape as needed to write down information required to complete the chart below.

Here are vocabulary items you will need for this exercise:

Niǔyuēzhōu (New York State)

Bǐnzhōu (Pennsylvania)

	HOME STATE OR PROVINCE	PRESENT LOCATION
Mr. Davis (Dàiwéisī)		
Comrade Qián		
Mrs. Davis		
Comrade Qián's husband		

EXERCISE 2

In this exercise you will listen to fifteen recorded passages in which the names of people's home provinces are mentioned. After hearing each passage, write in Pinyin romanization the name of the person's home province in the blank beside his name.

You will hear each passage twice. After listening for the second time, fill in the blank. You may stop the tape if you need extra time to write, and you may rewind if you need to listen again.

		HOME PROVINCE
1.	Wáng Guìfān	_____
2.	Hé Róngwiáng	_____
3.	Sūn Guópíng	_____
4.	Féng Guóān	_____
5.	LÌ Bǎoyí	_____
6.	Zhōu Shàohuá	_____
7.	Wú Yùfān	_____
8.	Chén Shūyí	_____
9.	Zhōu Dàyǒu	_____
10.	Shěn Xiùyīng	_____
11.	Táo Àilíng	_____
12.	Yáng Wěiguó	_____
13.	Qián Wěidá	_____
14.	Zhèng Zhìpíng	_____
15.	Huáng Huìzhū	_____
16.	Zhū Xiùméi	_____
17.	Bái Mínghuā	_____

EXERCISE 3

This exercise is based on a conversation between Mr. Bailey and Comrade Fāng which takes place when they happen to meet on the street. They have been introduced previously but have never had a chance to talk.

The conversation has deliberately not been edited to the point where you can understand everything, but you should be able to understand enough to complete the chart below. Imagine yourself in China, listening to a conversation between two fluent speakers of Chinese. Try to understand as much as you can.

You will hear the conversation three times. As you listen to it for the third time, stop the tape as needed to write down information.

	HOME STATE OR PROVINCE	PRESENT LOCATION
Mr. Bailey (Bèilǐ)		
Comrade Fāng		
Mrs. Bailey		
Comrade Fāng's husband		

UNIT 4 P-2 WORKBOOK

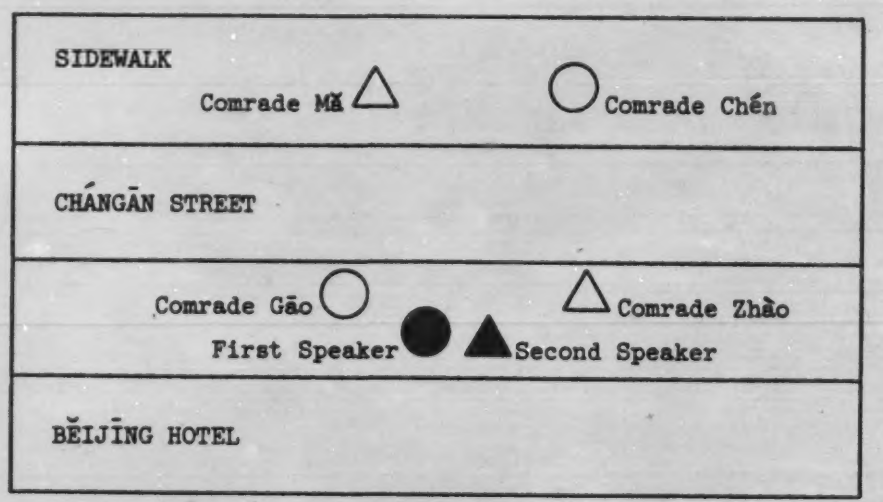
EXERCISE 1

In this exercise you will practice talking about where people are in terms of "here" and "there."

The Display I diagram sets the scene. The two speakers on tape are standing in front of the Běijīng Hotel. (They are represented by the solid triangle [the man] and the solid circle [the woman].) Comrade Gāo and Comrade Zhào are standing nearby, near enough to be considered "here," although neither is in the conversation. Comrade Mǎ and Comrade Chén are in sight across the street, definitely "there." (These four people are represented by the outline triangles and circles.)

During the pause on tape after each question asked by the First Speaker, try to give an answer. Then you will hear the Second Speaker's answer. Repeat it during the pause which follows.

DISPLAY I



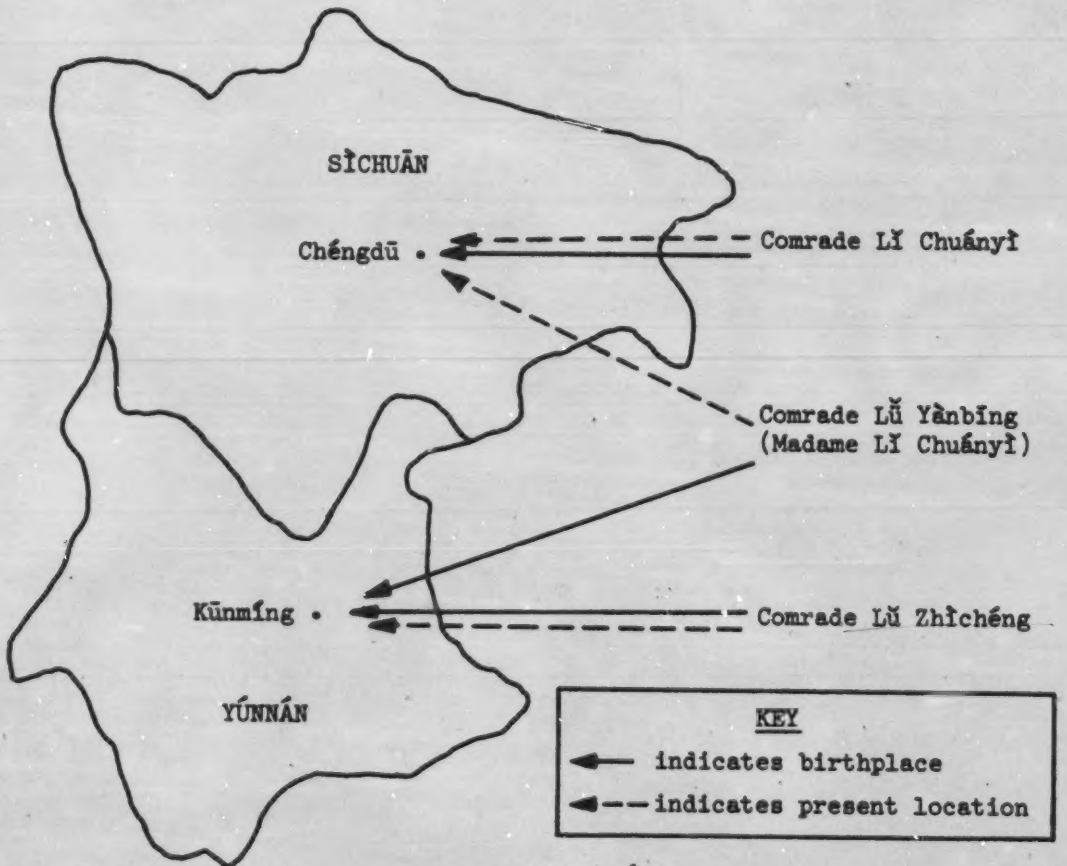
EXERCISE 2

In this exercise you will talk about where people are from and where they are now.

Display II contains the information needed to answer the questions on tape. This display shows the birthplaces and present locations of three people. The solid arrows show that Comrade Lǐ was born in Sìchuān and that Comrade Lǚ (his wife) and Comrade Lǔ were born in Yúnnán. The broken arrows show that Comrade Lǐ and his wife are presently in Sìchuān and that Comrade Lǔ is in Yúnnán. (This exercise does not make reference to the cities of Chéngdū and Kūnmíng.)

Answer each question, and repeat the acceptable answers which follow your responses. If you need time to work out an answer, stop the tape. Keep in mind that your answer may have been perfectly correct even if it was not worded exactly like the answer on tape. You should be able to decide whether your answer was correct or not. If you are not sure, write down the question and your answer, and consult your teacher later.

DISPLAY II



EXERCISE 3

This exercise is a continuation of Exercise 2 and is based on Display II. In this exercise the cities of Chéngdū and Kūnmíng are mentioned.

EXERCISE 4

This exercise gives you a chance to answer questions you are likely to be asked when first meeting someone.

In the recorded dialogue, Comrade Qián is beginning a conversation with Mr. Davis. They are in Běijīng. Use the information in Display III to answer each question asked by Comrade Qián. Then listen to Mr. Davis' answer. Finally, repeat his answer.

DISPLAY III

SURNAME	Davis	(Dàiwéisī)
COUNTRY	U.S.	(Měiguó)
HOME STATE	New York State	(Niǔyuēzhōu)
WIFE'S PRESENT LOCATION	New York State	(Niǔyuēzhōu)
WIFE'S HOME STATE	Pennsylvania	(Bǐnzhōu)

UNIT 4 COMMUNICATION GAME

INSTRUCTIONS:

Type: Matching

Situation: The setting is Taipei. You are talking with someone about what provinces eight other people are from and what provinces they happen to be in now.

Goal: To find people from the same home province or people who are now in the same province.

Number of Players: Pairs of students.

Materials: A fact sheet for each player. (See Sample Fact Sheets, which follow.)

Each of the four arrows on a fact sheet is labeled with a person's name and leads from his home province to the province where he is now. The names of the four people your partner knows about are listed in the lower left-hand corner of the fact sheet.

Procedure: Each player should ask about the home provinces and current locations of the four people his partner knows about. (No fixed order for asking questions.) While questioning your partner, scan your fact sheet for matches. When you find a match, point it out immediately, using the word yě, "also."

Example: You are Speaker 1.

S1: Táng Yǒngpíng lǎojiā zài nǎr?
S2: Tā lǎojiā zài Héběi.
S1: Tā xiànzài zài nǎr?
S2: Tā xiànzài zài Shāndōng.
S1: LǏ Shìmín xiànzài yě zài Shāndōng.

Additional Note: If you don't recognize the name of a province or if you don't know where a province is, refer to the map in your textbook. You may also ask your teacher where a province is, but only in Chinese!

Practice Points: Lǎojiā zài, xiànzài zài, yě.

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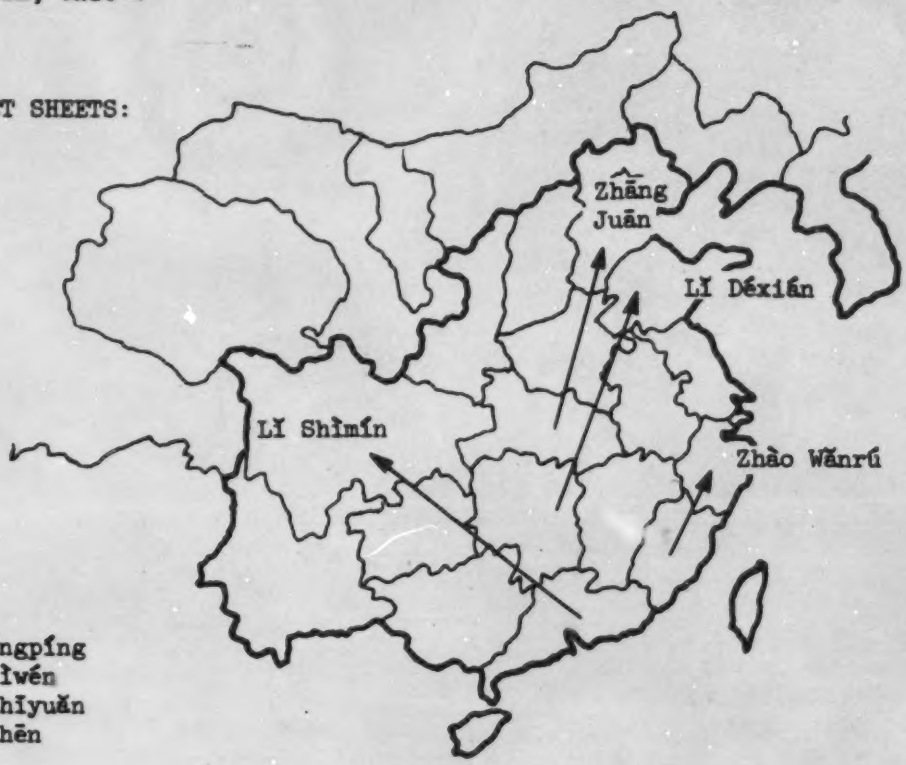
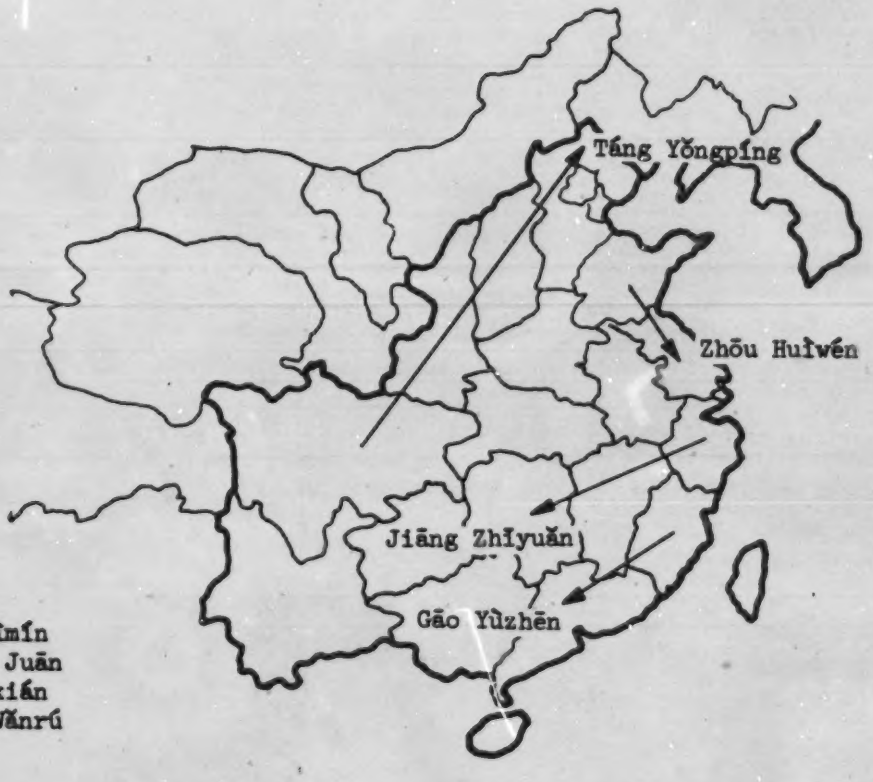
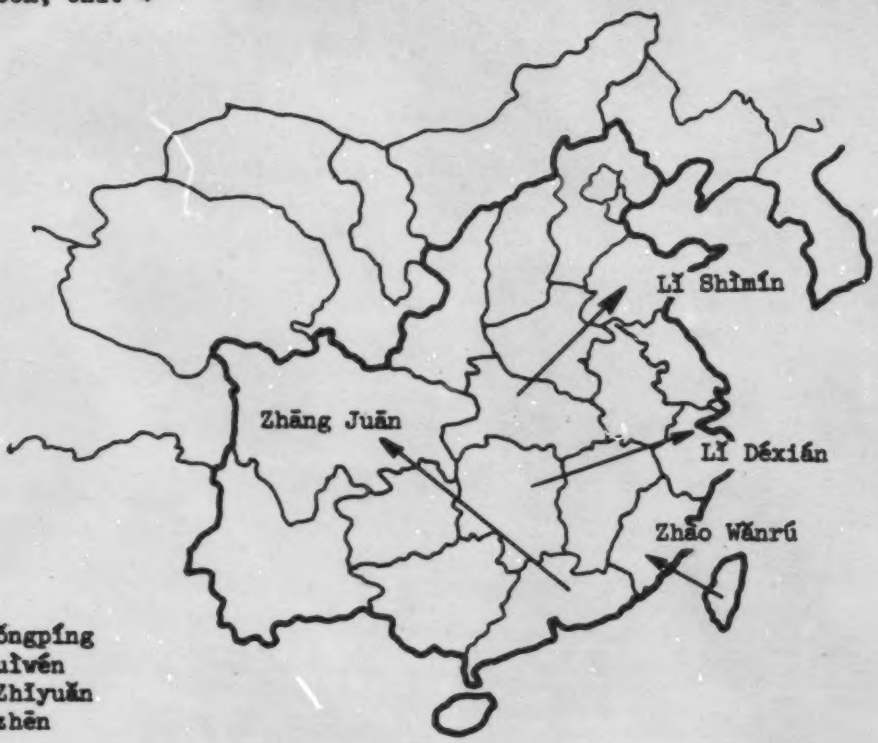
SAMPLE FACT SHEETS:



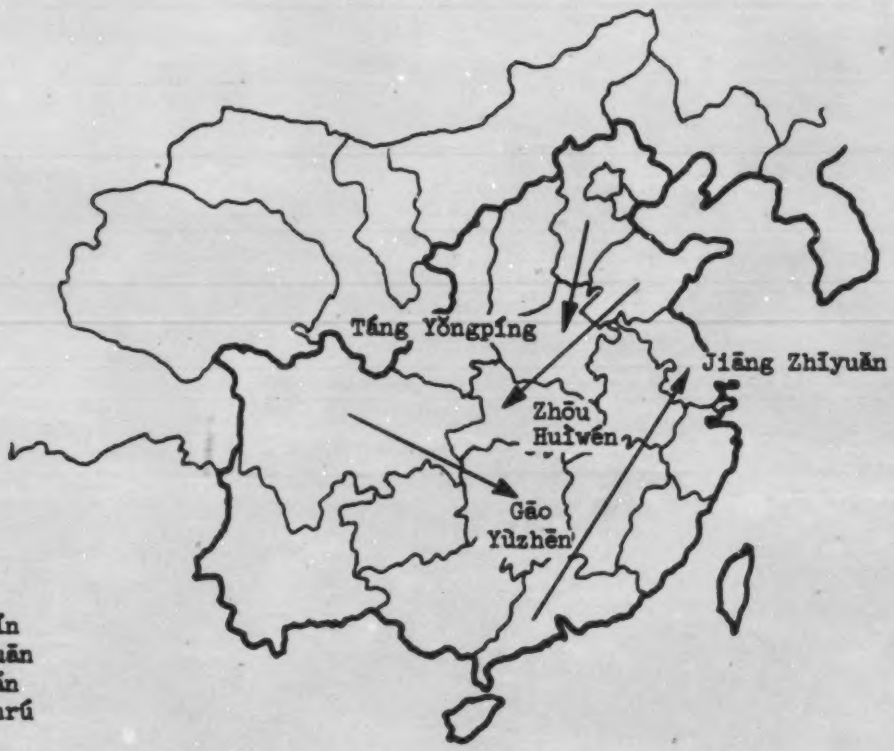
Táng Yǒngpíng
Zhōu Huìwén
Jiāng Zhīyuǎn
Gāo Yùzhēn



Lǐ Shìmín
Zhāng Juān
Lǐ Déxián
Zhào Wānrú



Táng Yǒngpíng
Zhōu Huìwén
Jiāng Zhīyuǎn
Gāo Yùzhēn



Lǐ Shìmín
Zhāng Juān
Lǐ Déxián
Zhào Wānrú

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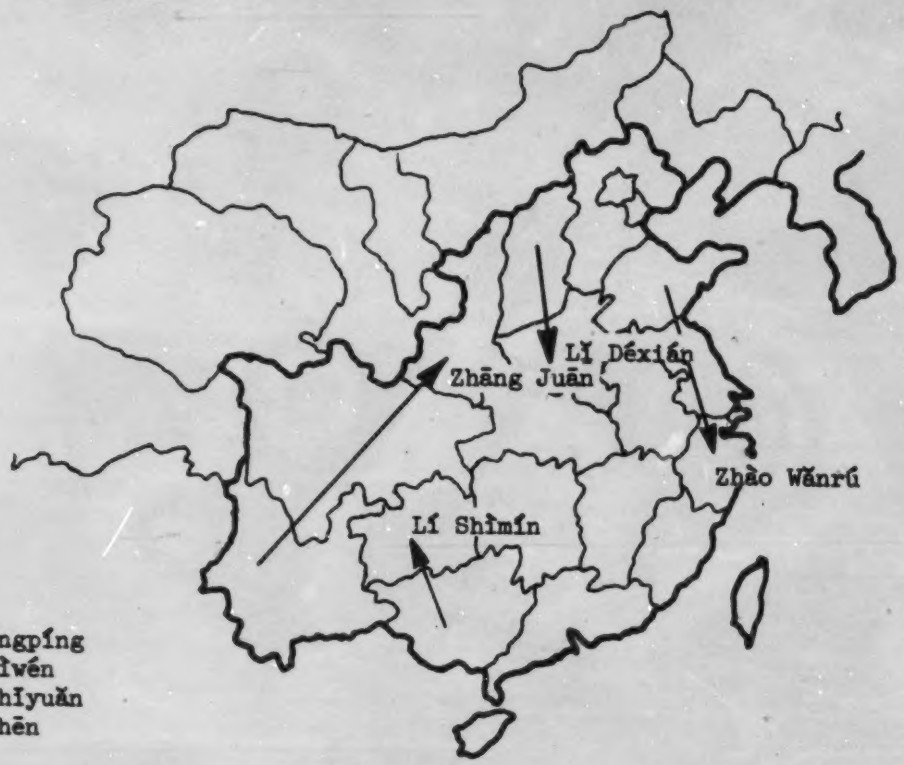
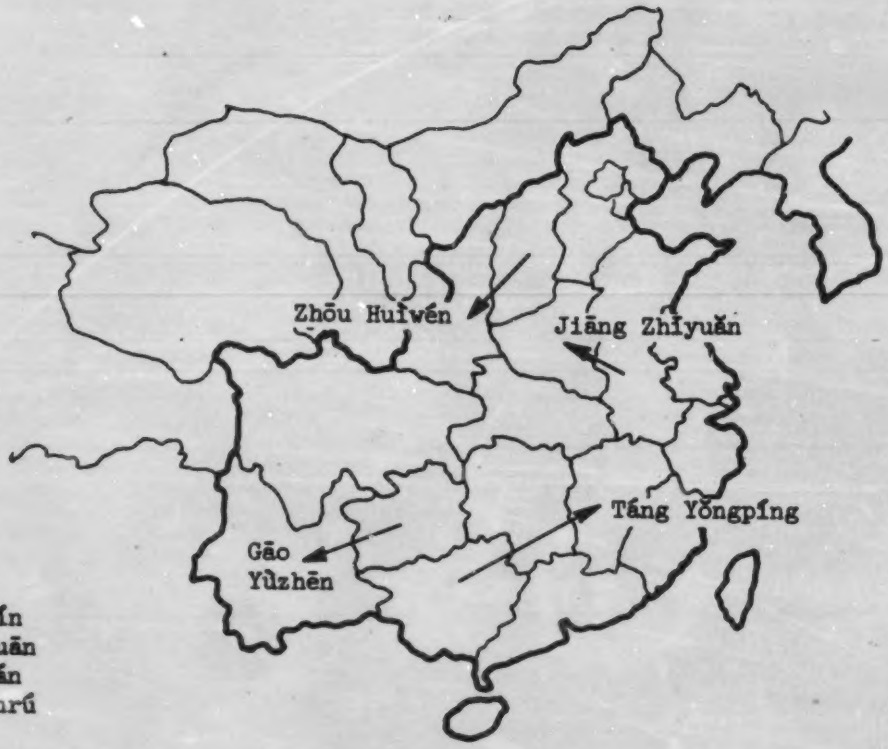
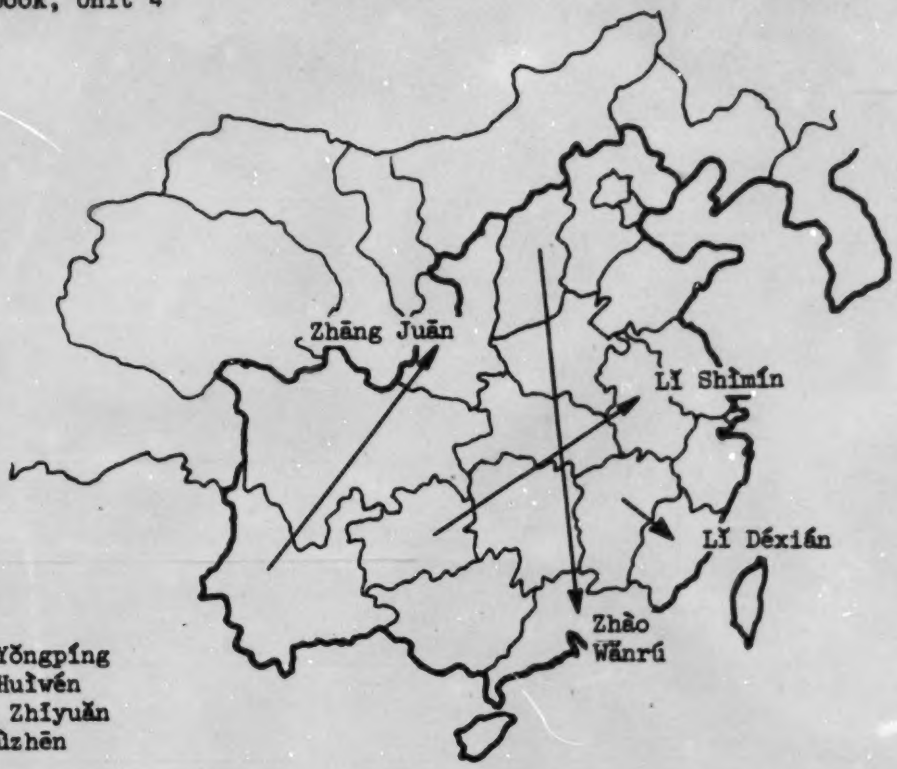


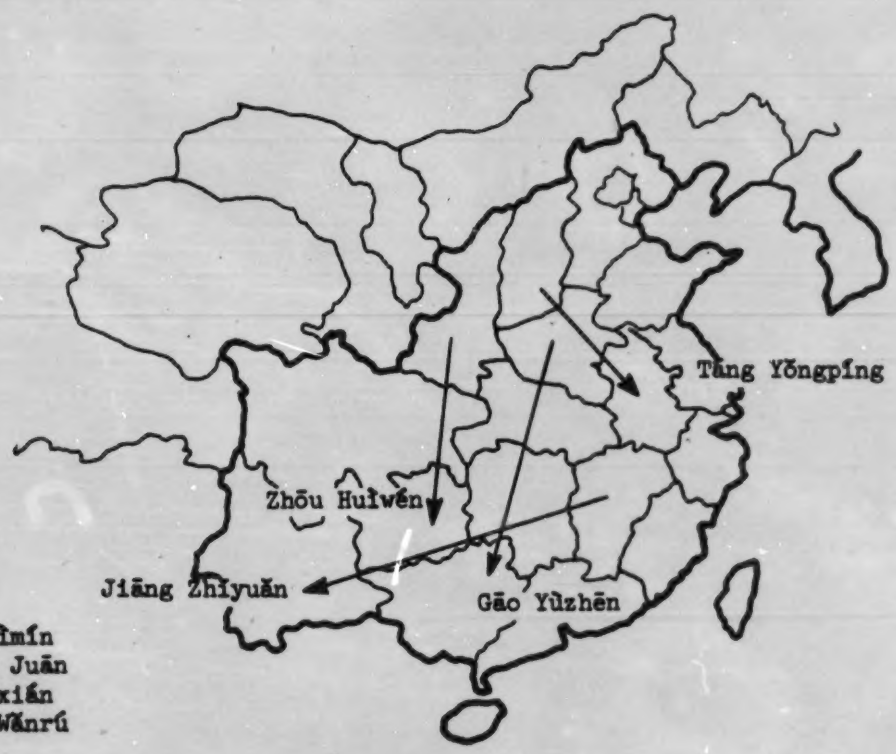
Táng Yǒngpíng
Zhōu Huìwén
Jiāng Zhīyuǎn
Gāo Yùzhēn



Lǐ Shìmín
Zhāng Juān
Lǐ Déxián
Zhào Wǎnrú



Táng Yǒngpíng
Zhōu Huìwén
Jiāng Zhīyuǎn
Gāo Yùzhēn



Lǐ Shìmín
Zhāng Juān
Lǐ Déxián
Zhào Wānrú

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MODULE 2: BIOGRAPHIC INFORMATION

UNIT 1 C-2 WORKBOOK

EXERCISE 1

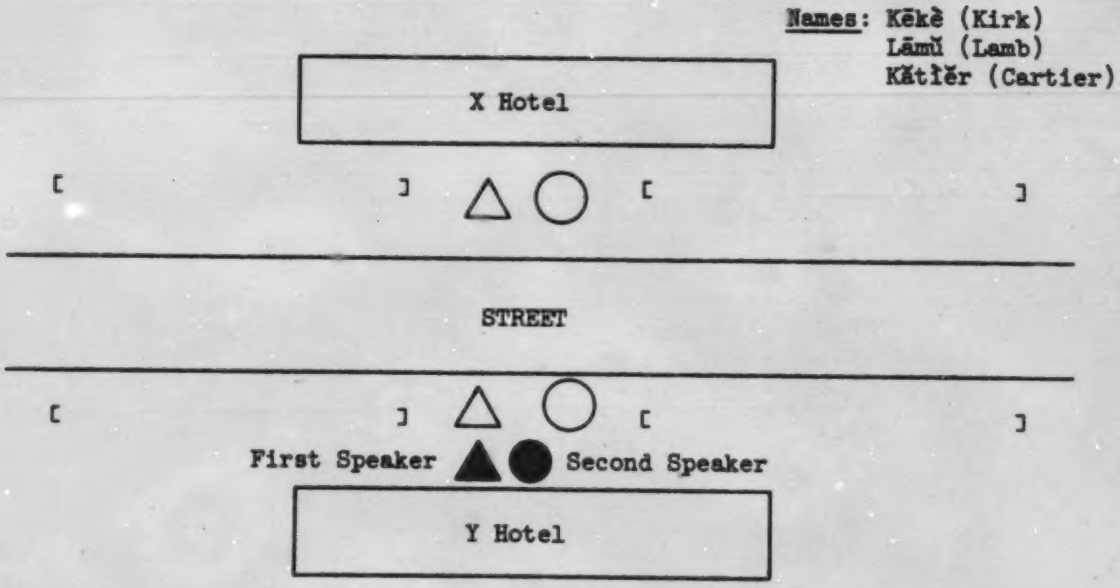
This exercise is based on a conversation contrasting the Chinese words for "this" and "that." The Display I diagram sets the scene. (Triangles are men, and circles are women. The solid triangle and circle are the speakers on tape.) A man and woman are talking in front of a hotel. Another man and woman are standing nearby, but are not in the conversation. Still another man and woman are in sight across the street, in front of another hotel. In other words, the diagram shows which hotel and which people are near enough to the speakers to be "this" and which are far enough away to be "that."

If you listen carefully to the conversation, you can work out the name and title of each person represented in Display I, as well as where each is staying. You will hear the conversation three times. As you listen for the third time, write (in English) each person's name and the hotel where he is staying (X or Y) in the brackets beside the figure which represents that person.

Here is a new phrase you will hear:

Duì le. (Yes, that's right.)

DISPLAY I



EXERCISE 2

Each conversation in this exercise will tell you where one person is from, where he is living, and where he is now. You will hear each conversation twice. As you listen to it for the second time, complete the chart below for the appropriate person. (Use check marks.)

Notice that Nǐ lǎojiā zài nǎli? with the verb zài asks for the home province, while Nǐ lǎojiā shi nǎli? with the verb shì asks for the hometown. The same applies to answers. You may think of this as the difference between "Your hometown is in what province?" and "Your hometown is what town?"

	Gāoxióng	Jiāyì	Táiběi	Táinán	Táizhōng	Xīnzhú
1. Miss Wèi						
Hometown						
Residence						
Location						
2. Mr. Jiāng						
Hometown						
Residence						
Location						
3. Mrs. Shěn						
Hometown						
Residence						
Location						
4. Miss Hǎn						
Hometown						
Residence						
Location						
5. Mr. Yáng						
Hometown						
Residence						
Location						
6. Mrs. Jīn						
Hometown						
Residence						
Location						
7. Mr. Táo						
Hometown						
Residence						
Location						
8. Mrs. Zhōu						
Hometown						
Residence						
Location						
9. Mr. Luó						
Hometown						
Residence						
Location						
10. Miss Sūn						
Hometown						
Residence						
Location						

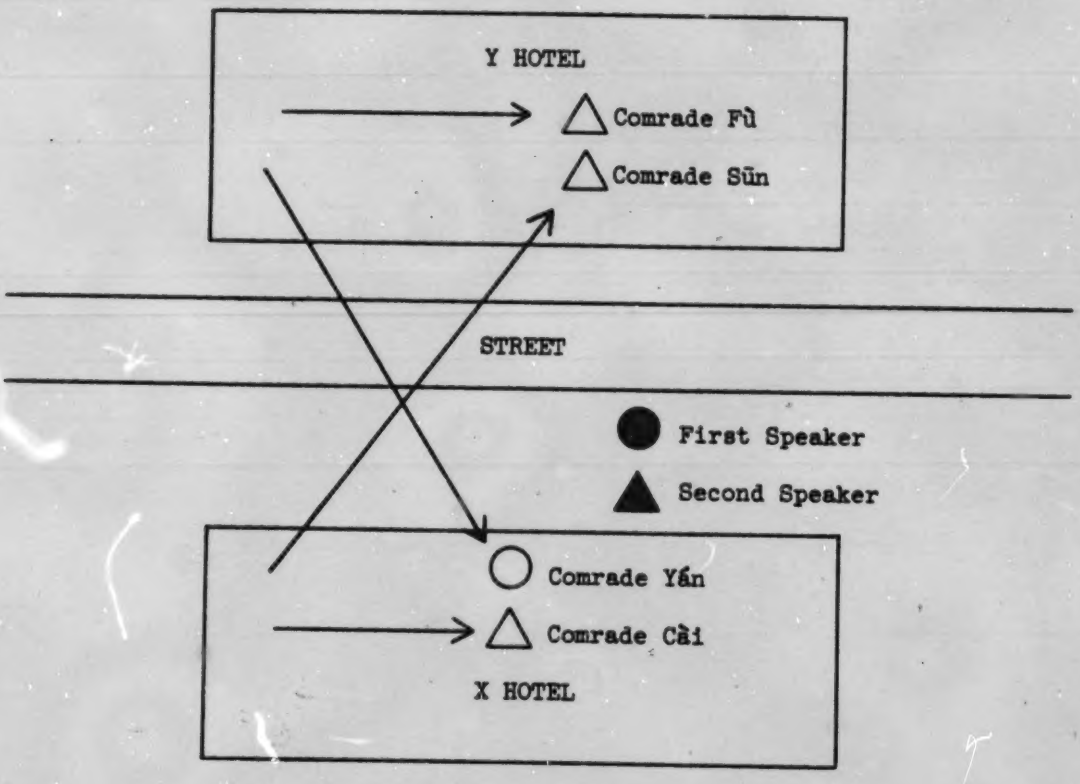
UNIT 1 P-2 WORKBOOK

EXERCISE 1

In this exercise you will talk about which hotels various people are staying at and which hotel they happen to be in at the moment--"this" one or "that" one. The situation is shown in Display I. The two speakers are standing in front of one hotel. Obviously, for them it is "this" hotel, and the hotel across the street is "that" hotel. The outline triangles and circles show where four other people are. Comrade Fù and Comrade Sūn are breakfasting together in one hotel, and Comrade Yán and Comrade Cài in the other. The arrows indicate the paths they have taken from their rooms. Comrade Sūn and Comrade Yán have stepped across the street from the hotels where they are staying, while Comrade Fù and Comrade Cài are still in their own hotels.

Try to answer each of the First Speaker's questions before the Second Speaker does, and then repeat the Second Speaker's answer.

DISPLAY I



EXERCISE 2

This exercise is a series of questions about the hometowns and home states of four Americans. The information you will need for your answers is shown in Display II.

NOTE:

(PROVINCE/STATE) Wǒ lǎojiā zài Shāndōng.
(My "native place" is in Shāndōng.)

(CITY) Wǒ lǎojiā shì Qīngdǎo.
(My "native place" is Qīngdǎo.)

DISPLAY II

Mr. Young (Yáng)	Boston (Bōshìdùn)	Mass. (Mázhōu)
Mrs. Young (Yáng)	San Francisco (Jiùjīnshān)	Cal. (Jiāzhōu)
Miss Berger (Bójié)	Philadelphia (Fèichéng)	Pa. (Bǐnzhōu)
Mr. Perry (Pèilǐ)	Dallas (Dàlēsī)	Tex. (Dézhōu)

UNIT 1 COMMUNICATION GAME A

INSTRUCTIONS:

Type: Matching

Situation: The setting is Běijīng. You are talking with someone about what cities four other people are from, what cities they live in, and what cities they happen to be in now (on visits).

Goal: To find matches between where two people are from, where two people live, or where two people are now.

Number of Players: Pairs of students.

Materials: A fact sheet for each player. (See Sample Fact Sheets, which follow.)

The names of the two people you know about are written on the map next to the cities they live in. Arrows lead FROM the cities they are from TO the cities they live in. Other arrows lead FROM the cities they live in TO the cities they are visiting. In other words, each pair of head-to-tail arrows traces a person's progress from his home city to the city he lives in and on to the city he is visiting. Wú Tiānxiáng, for instance, is from Guǎngzhōu, lives in Chéngdū, and is visiting Nánjīng now.

The names of the people your partner knows about are listed on your fact sheet in the lower left-hand corner.

Procedure: Ask your partner questions about the people he knows about. When you find a match between one of these people and a person on your map, point it out immediately, using yě.

Example: You are Speaker 1.

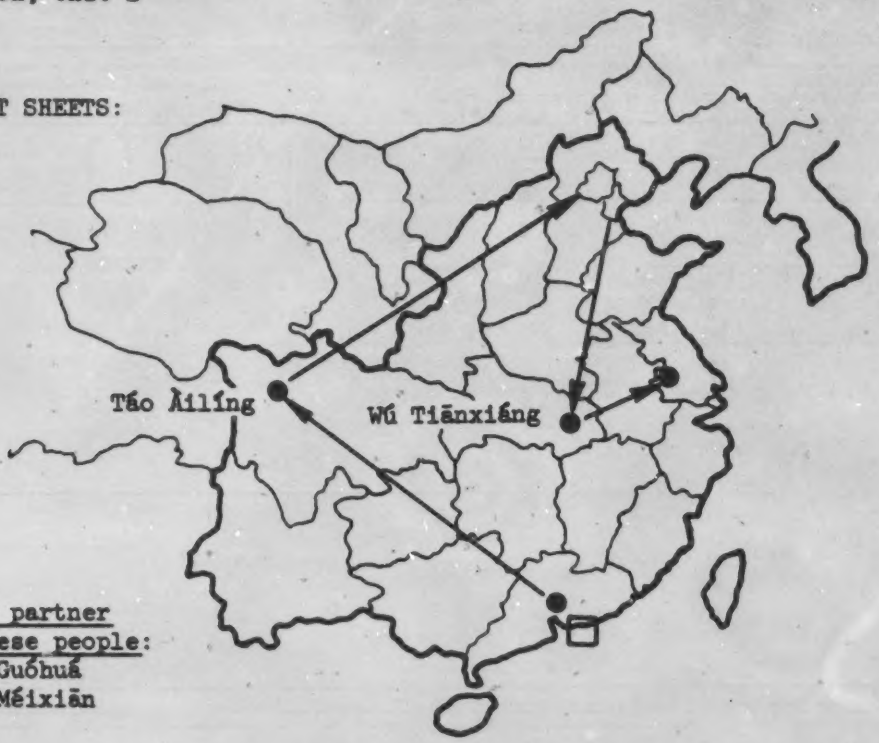
S1: Zhāng Guóhuá lǎojiā shi nǎr?
S2: Tā lǎojiā shi Guǎngzhōu.
S1: Wú Tiānxiáng lǎojiā yě shi Guǎngzhōu. Zhāng Tóngzhì zhù zai nǎr?
S2: Tā zhù zai Shànghǎi.
S1: Tā xiànzài zài nǎr?
S2: Tā xiànzài zài Tiānjīn.

At this point your partner will probably ask about someone on your map.

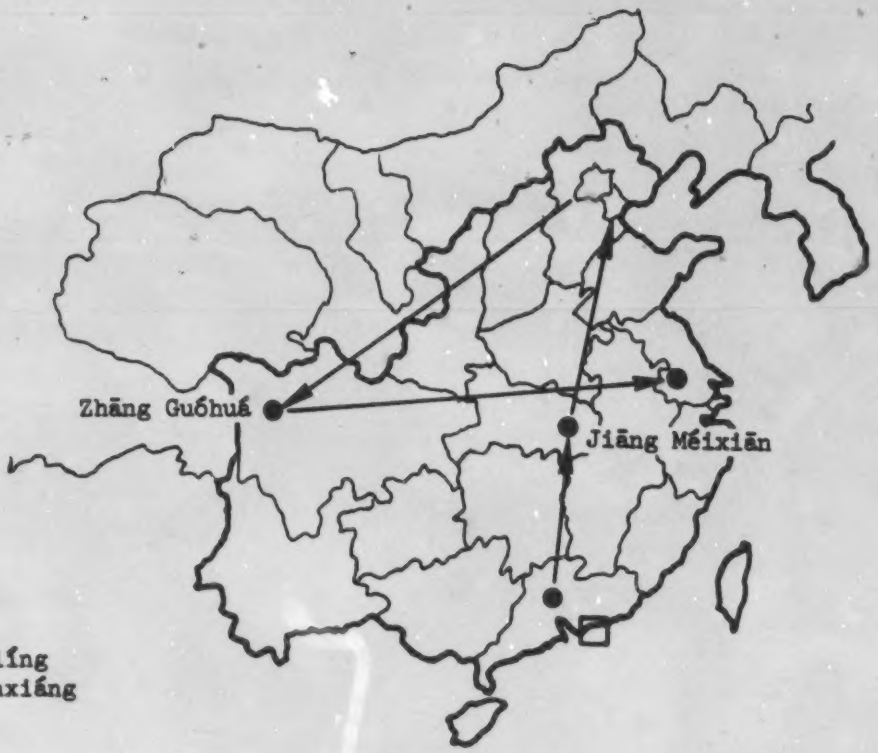
Additional Note: If you do not know the name of a city or its location, refer to the map in the ORN textbook. You may also ask your teacher in Chinese.

Practice Points: Lǎojiā shi, zhù zai, xiànzài zài.

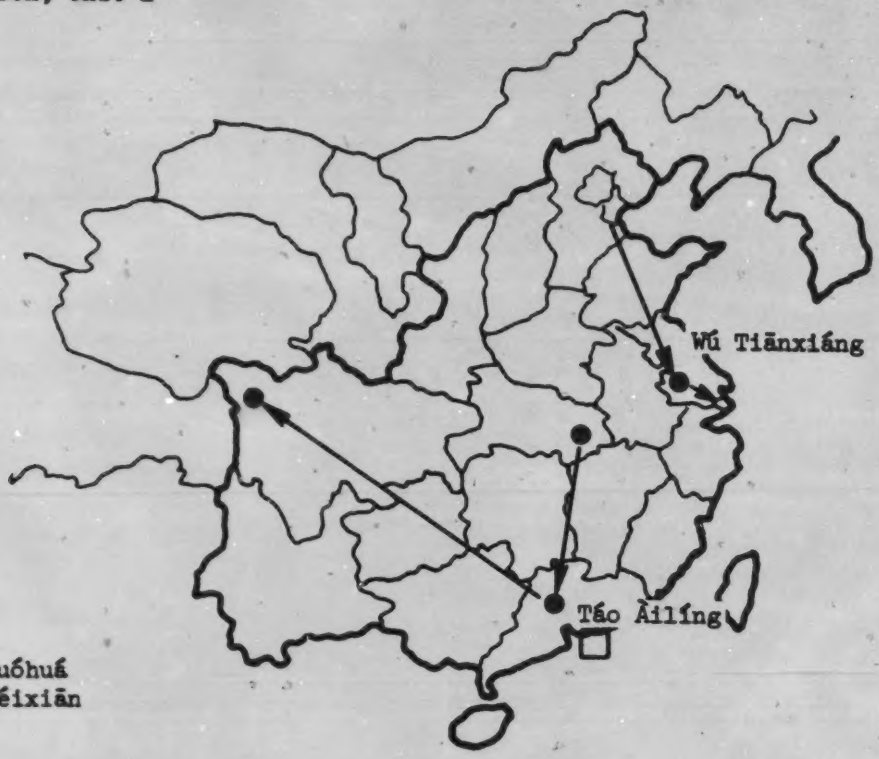
SAMPLE FACT SHEETS:



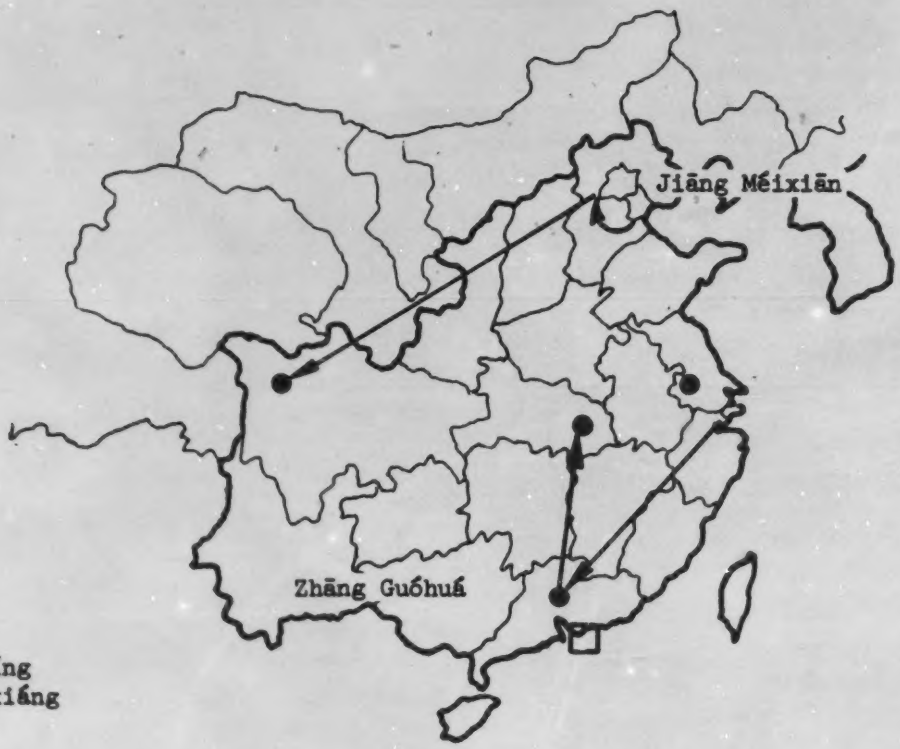
Ask your partner about these people:
Zhāng Guóhuá
Jiāng Méixiān



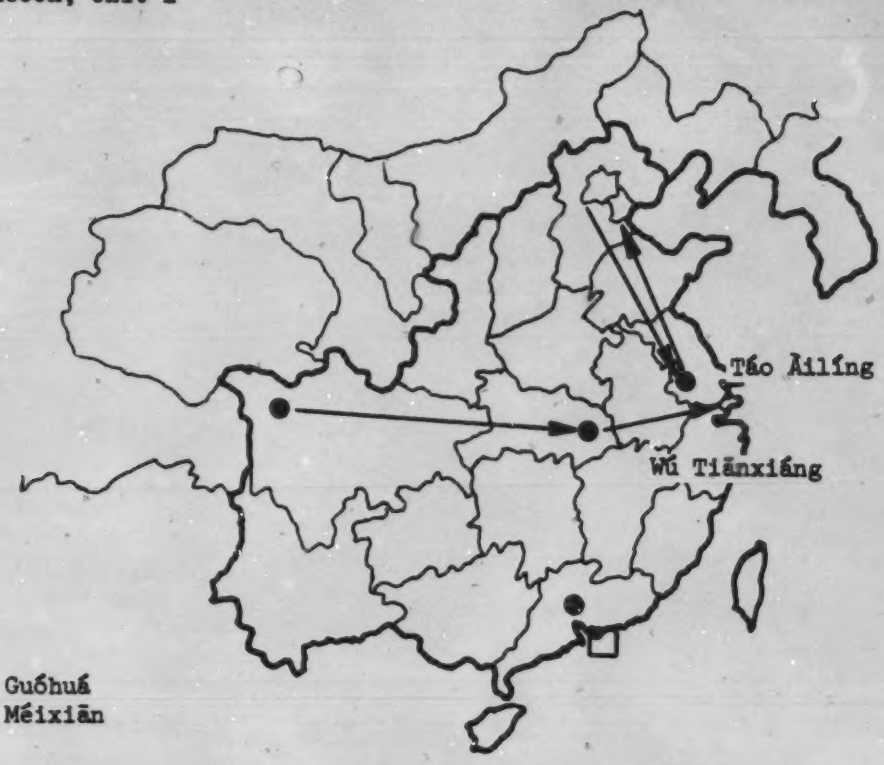
Tāo Àilíng
Wú Tiānxiáng



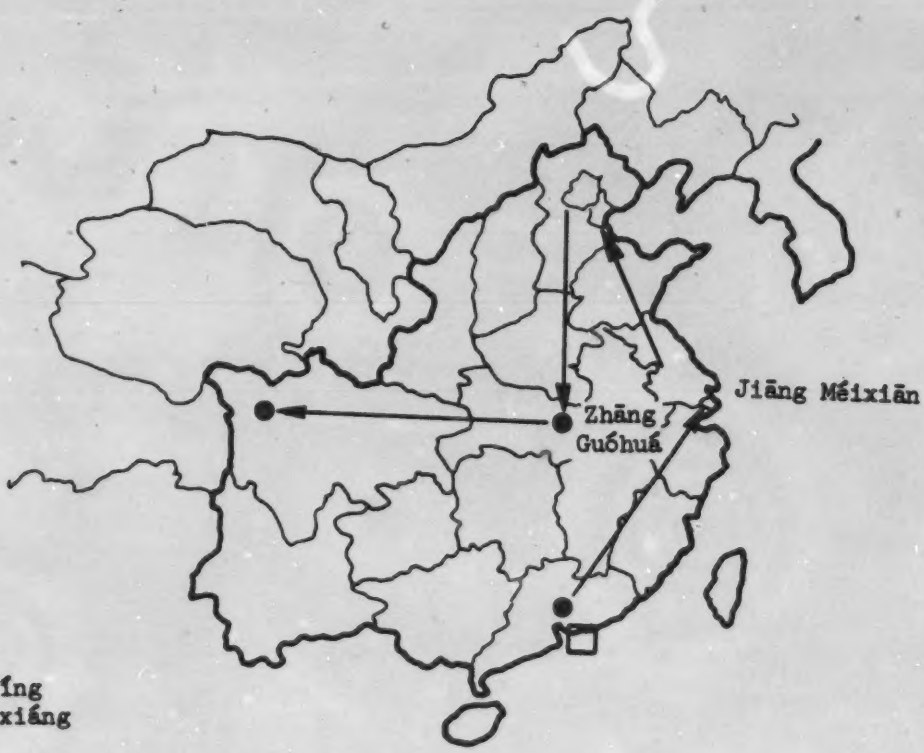
Zhāng Guóhuá
Jiāng Méixiān



Táo Àilíng
Wú Tiānxiáng

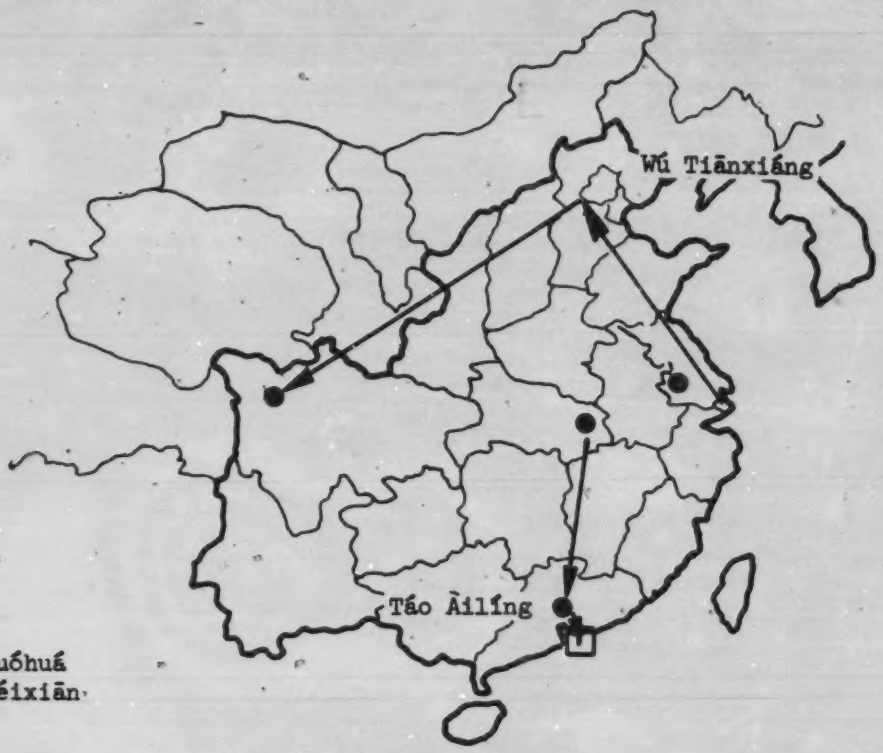


Zhāng Guóhuá
Jiāng Méixiān

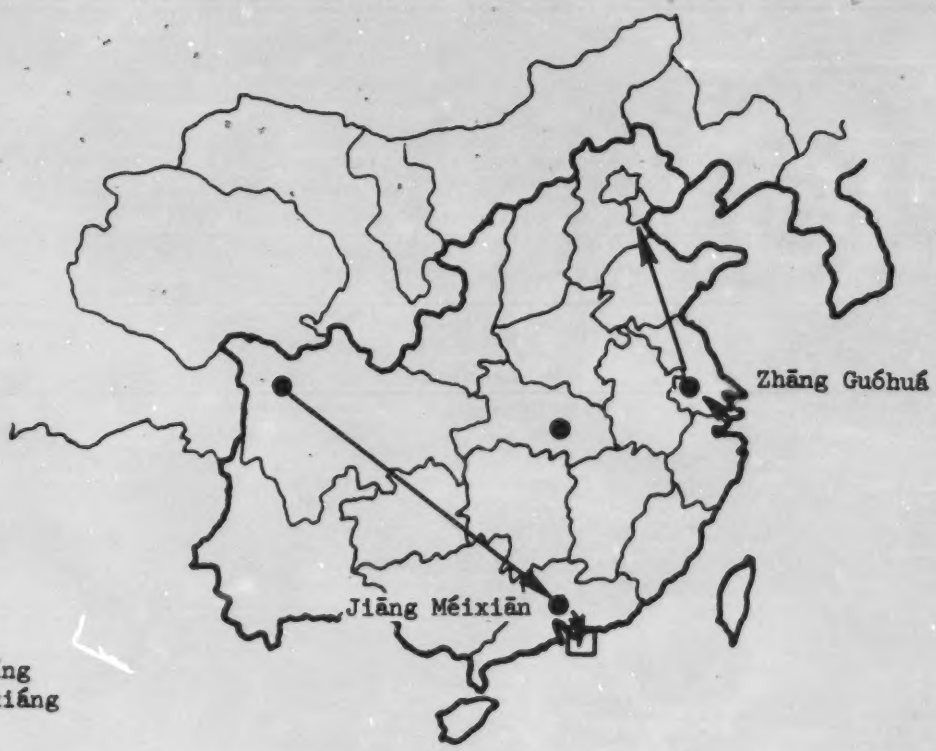


Táo Àilíng
Wú Tiānxiáng

59



Zhāng Guóhuá
Jiāng Méixiān



Táo Àilíng
Wú Tiānxiáng

UNIT 1 COMMUNICATION GAME B

INSTRUCTIONS:

Type: Matching

Situation: The setting is Běijīng. You are talking with three people about where four other people are from, where they are living or staying, and where they happen to be at the moment.

Goal: To find matches between "hometowns/home provinces," "residences," or "present locations."

Number of Players: Groups of four students.

Materials: One deck of cards with names of people written on them and
1) two decks of "home" cards--one for hometowns and one for home provinces;
2) two decks of "residence" cards--one for cities and one for hotels;
3) two decks of "present location" cards--one for cities and one for places.
(See Cards--Matching, which follow.)

For each round, use one deck of each kind--"hometown/home province," "residence," and "present location"--plus the name cards.

Procedure: Each player is dealt a name card and one card from each of the three other decks. When you are given the name card, place it face up in front of you so that the other players will know which person to question you about. (You will use this card for all rounds.) Keep your other three cards in your hand.

Use the "questioning by turns" procedure. Choose one player to be questioned by the other players. Then take turns asking him questions about the person named on his card. When matches are found for "home," "residence," and "present location," choose another player to be questioned, and so on until each player has had his turn.

During the questioning within your group, when a match is found between the "home," "residence," or "present location" of any two persons named on the cards, point it out immediately, using yě. (Do this even when you are not the questioner or the person being questioned.)

Example: You are Speaker 1. You have the name card for Wáng Dànián and the following three cards:

HOME PROVINCE: Guǎngdōng
RESIDENCE: Běijīng Hotel
PRESENT LOCATION: Tiānānmén (Gate of Heavenly Peace)

As you question Speaker 3 about Mǎ Mínglǐ, you find the first match:

S1: Mǎ Mínglǐ lǎojiā zài nǎr?
S3: Tā lǎojiā zài Guǎngdōng.
S1: Wáng Dànián lǎojiā yě zài Guǎngdōng.

And Speaker 2 continues the questioning.

Additional Note: To play a second round, use the other "home," "residence," and "present location" decks. Additional rounds may be played by shuffling and redealing the cards.

Practice Points: Lǎojiā zài/shi, zhù zai, xiànzài zài.

CARDS--MATCHING (NAMES OF PEOPLE)

Wáng Dànián	Mǎ Mínglǐ	Hú Měilíng	Fāng Bǎolán
Mǎ Défēn	Fāng Zìqiáng	Wáng Déxián	Gāo Tíngfēng
Zhāng Wǎnrú	Sòng Zhìyuǎn	Lín Bǎolán	Zhào Shìmín

CARDS--MATCHING (HOME)

HOME PROVINCE Guǎngdōng	HOME PROVINCE Guǎngdōng	HOMETOWN Běijīng	HOMETOWN Běijīng
HOME PROVINCE Shānxī	HOME PROVINCE Shānxī	HOMETOWN Nánjīng	HOMETOWN Nánjīng
HOME PROVINCE Shǎnxī	HOME PROVINCE Shǎnxī	HOMETOWN Guǎngzhōu	HOMETOWN Guǎngzhōu

CARDS--MATCHING (RESIDENCE)

(CITIES)

RESIDENCE Běijīng Hotel	RESIDENCE Běijīng Hotel	RESIDENCE Wǔhàn	RESIDENCE Wǔhàn
RESIDENCE Nationalities Hotel	RESIDENCE Nationalities Hotel	RESIDENCE Qīngdǎo	RESIDENCE Qīngdǎo
RESIDENCE Xīnqiáo Hotel	RESIDENCE Xīnqiáo Hotel	RESIDENCE Chéngdū	RESIDENCE Chéngdū

CARDS--MATCHING (PRESENT LOCATION)

(CITIES)

PRESENT LOCATION Qiánmén ("Front Gate")	PRESENT LOCATION Qiánmén ("Front Gate")	PRESENT LOCATION Shànghǎi	PRESENT LOCATION Shànghǎi
PRESENT LOCATION Tiānānmén (Gate of Heavenly Peace)	PRESENT LOCATION Tiānānmén (Gate of Heavenly Peace)	PRESENT LOCATION Tiānjīn	PRESENT LOCATION Tiānjīn
PRESENT LOCATION Gùgōng (Imperial Palace)	PRESENT LOCATION Gùgōng (Imperial Palace)	PRESENT LOCATION Xiānggǎng	PRESENT LOCATION Xiānggǎng

UNIT 2 C-2 WORKBOOK

EXERCISE 1

In this exercise you will listen to a conversation at the Taiwan Hotel between Mr. Martin and Mrs. LǏ. They are talking about where they and several other people live and work.

You will hear the conversation three times. As you listen to it for the third time, stop the tape as needed to complete the chart below. You will fill in only some of the boxes, leaving blank those for which information is not given in the conversation.

Here are the new words and phrases you will hear:

lù	(road)
tāde nàwèi péngyou	(that friend of his)
Měiguo Yínháng	(Bank of America)
Táiwān Yínháng	(Bank of Taiwan)
DìyĪ Dàfàndiàn	(First Hotel)

	EMPLOYMENT	RESIDENCE
Mr. Martin (Mǎ)		
Mrs. LǏ		
Mr. LǏ		
Miss Liú		
Mr. Jones (Zhōu)		
Mrs. Jones (Zhōu)		
Mr. Hú		
Mrs. Hú		
Mr. Zhāng Tíngfēng		
Mr. Zhāng ShìyĪng		

EXERCISE 2

In this exercise you will listen to a conversation at a party in Taipei. Mrs. Jiǎng is asking Mr. Ān about the guests she has not met. She finds that there are two Mr. Smiths (SĪ). As their conversation breaks off, they have just been joined by one of the Mr. Smiths.

You will want to keep the following words straight.

nǎwèi	(which [person])
nàwèi	(that [person])
zhèwèi	(this [person])

And you must be able to recognize this new kind of expression:

Měiguo Yínhángde	nàwèi	SĪ Xiānsheng
(Bank of America	-'s that	Mr. Smith)
(the Bank of America Mr. Smith)		
(the Mr. Smith who works at the Bank of America)		

What makes this expression difficult for speakers of English is the way nàwèi comes between Měiguo Yínhángde and SĪ Xiānsheng. In English, you could say "that Mr. Smith" or "the Bank of America's Mr. Smith," but never "the Bank of America's that Mr. Smith."

You will hear the conversation three times. (You might want to rewind the tape and listen again, and even take notes. The plot is fairly thick.) After listening for the third time, answer the question below.

QUESTION

1. Where does the Mr. Smith who has just joined them work?

   ( ) the Bank of America (Měiguo Yínháng)

   ( ) the U.S. International Communications Agency (Měiguo Guójì Jiāoliú Zǒngshǔ)

EXERCISE 3

In this exercise you will listen to a conversation which is mostly over your head. However, you should be able to understand enough to answer the questions below. Write your answers as you listen to the conversation for the third time.

For this exercise, you will need to know the Chinese versions of two American names:

Bāo (Bauer)
Hé (Herbert)

QUESTIONS

1. What is Mr. Fāng's address? _____
2. Where is Major Bauer now? _____
3. Where does Major Bauer work? _____
4. Where is Major Herbert staying? _____
5. Where is Mrs. Herbert now? _____

UNIT 2 P-2 WORKBOOK

EXERCISE 1
EXERCISE 2
EXERCISE 3

In these exercises you will answer a series of questions about one set of facts. The questions are divided into three exercises to allow you to catch your breath between answers.

The questions are about where various people are now, where they live, and where they work. The situation is shown in Display I. The triangles and circles show where three people are now. The arrows show the paths they take from where they live to where they work. Mr. Cáo, who is staying at the First Hotel, is already at work at the Bank of Taiwan. Miss Liú, who lives with friends (the Tángs), is already at work at the post office. Mrs. Lín, who works at the First Hotel, is still at home.

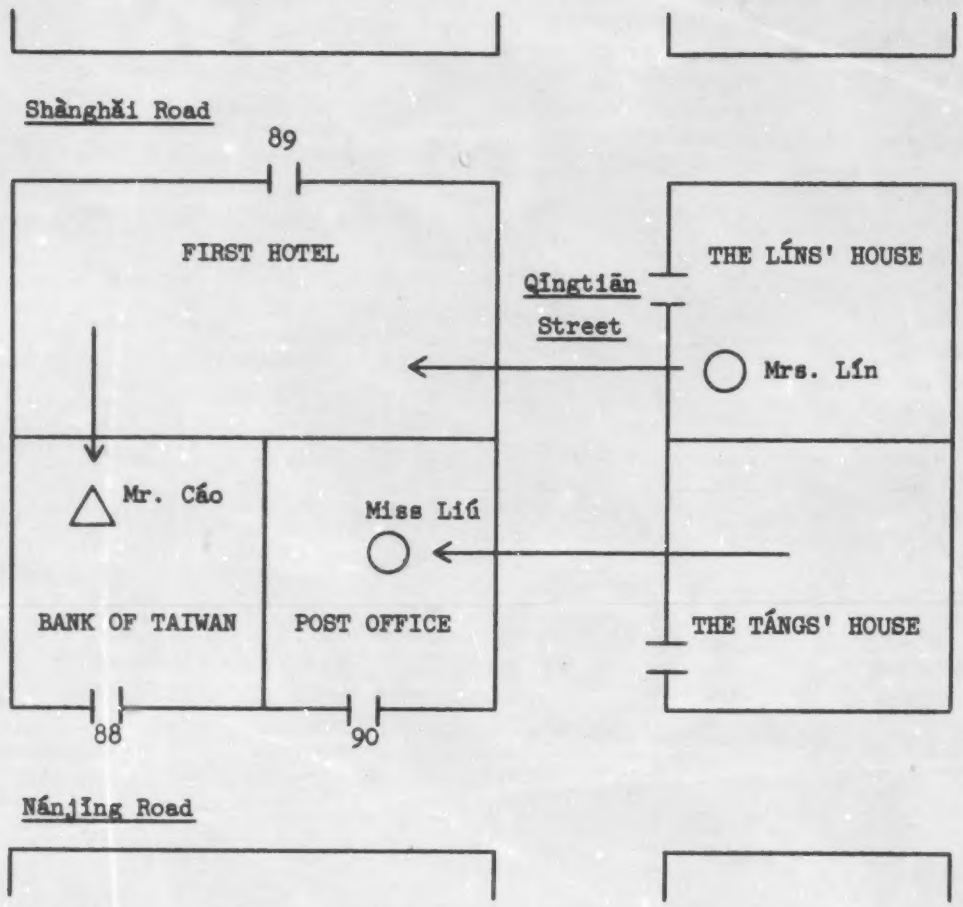
In the display, building numbers are given for public buildings. When asked where a public building is, include the number in your reply. (In Chinese you would normally mention the building number of a private house only when asked for the address.)

You will hear the word shéi, "who," used as the subject of some of the questions.

Here are the new vocabulary items you will need in this exercise:

yóuzhèngjú	(post office)
lù	(road)
Měiguo Yínháng	(Bank of America)
Táiwān Yínháng	(Bank of Taiwan)

DISPLAY I


Shànghǎi Road
89
FIRST HOTEL
THE LÍNS' HOUSE
Qíngtiān
Street
Mrs. Lín
Mr. Cáo
Miss Liú
BANK OF TAIWAN
POST OFFICE
THE TÁNGS' HOUSE
88
90
Nánjīng Road

UNIT 2 COMMUNICATION GAME A

INSTRUCTIONS:

Type: Matching

Situation: The setting is Taipei. You are talking with three people about where four other people work, are staying, and happen to be right now.

Goal: To find matches between where two people work, are staying, or happen to be right now.

Number of Players: Groups of four students.

Materials: A work sheet for each player. (See Sample Work Sheets, which follow.)

At the top of each work sheet is a diagram showing three office buildings and three hotels. The six large rectangles below the diagram are simplified representations of the diagram. Each square within a rectangle stands for the office building or hotel in the same relative position in the diagram. For instance, the upper left square is the USICA building.

Each column of rectangles is for a different round of play. In each column, the four rectangles labeled A through D are for recording information about four different people. On your work sheet, one rectangle in each column is already filled in with information about the person you are supposed to know, whose name is written at the bottom of your work sheet.

The following symbols are used: a desk (⊤⊤) means that the person works in that office building; a bed (⊢⊣) means that the person is staying at that hotel; and a triangle or circle means that the man or woman is at that office or hotel now.

Procedure: Mingle with the players in your group to exchange information.

First, write the name of the person you know about on the line to the left of the filled-in rectangles. Then, ask a player in your group the name of the person he knows about. Write that name on the second line. Then, record information about that person in the rectangle beside his name, using symbols.

When you find a match between the office, residence, or present location of the person you know about and another person, point it out immediately, using yě.

Continue exchanging information until all players have information about all four people.

Example: You are Speaker 1.

S2: Tā (the person you know about) shi shéi?
S1: Tā shi Wáng Dànián.
S2: Tā zài náli gōngzuò?
S1: Tā zài Měiguo Wūguānchù gōngzuò.
S2: Tā zhù zai náli? (OR Tā zhù zai nǎge fàndiàn?)
S1: Tā zhù zai Dìyī Dàfàndiàn.
S2: Tā xiànzài zài Táiwān Dàfàndiàn.

At this point, Speaker 2 finds a match, so she says:

S2: Hú Měilíng (the person she knows about) xiànzài yě zài Táiwān Dàfàndiàn.

Additional Note: For this game you need to know the following vocabulary item:

Měiguo Guójì Jiāoliú Zǒngshǔ (U.S. International Communications Agency)

Practice Points: Zài...gōngzuò, zhù zài..., xiànzài zài.

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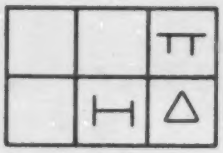
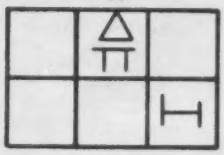
SAMPLE WORK SHEETS:

USICA	Bank of America	U.S. Military Attache's Office
First Hotel	Ambassador Hotel	Taiwan Hotel

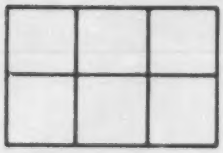
ROUND 1 ROUND 2

A





B



C

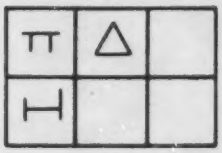
D

Wáng Dànián

USICA	Bank of America	U.S. Military Attache's Office
First Hotel	Ambassador Hotel	Taiwan Hotel

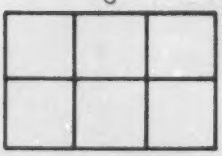
ROUND 1 ROUND 2

A

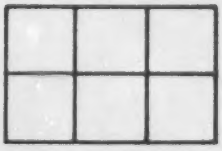


B

C



D



Wáng Dànián

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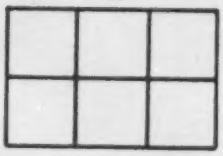
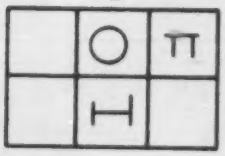
USICA	Bank of America	U.S. Military Attache's Office
First Hotel	Ambassador Hotel	Taiwan Hotel

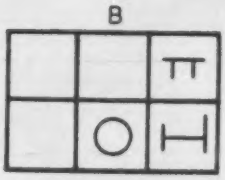
ROUND 1 ROUND 2

A



B





C

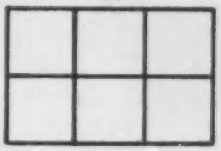
D

Hú Měilíng

USICA	Bank of America	U.S. Military Attache's Office
First Hotel	Ambassador Hotel	Taiwan Hotel

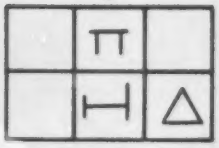
ROUND 1 ROUND 2

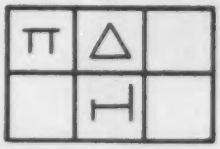
A



B

C

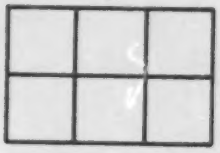
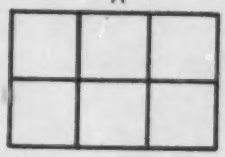
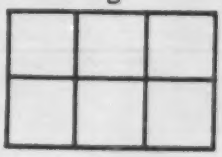
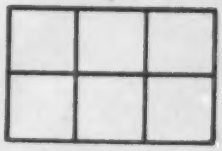
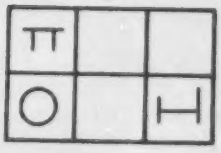
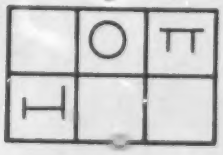




D

Mǎ Mínglǐ

USICA	Bank of America	U.S. Military Attache's Office
First Hotel	Ambassador Hotel	Taiwan Hotel

	ROUND 1	ROUND 2
_____	A 	A 
_____	B	B 
_____	C	C 
_____	D 	D 

Fāng Bǎolán

UNIT 2 COMMUNICATION GAME B

INSTRUCTIONS:

Type: Science (In games of this type, your goal is to find regular patterns in the facts as you gather them and then to use those patterns to predict the remaining facts.)

Situation: The same as for Communication Game A in this unit.

Goal: To find regular patterns in the facts after gathering only some of them and to use those patterns to predict the remaining facts. In other words, to predict the offices, residences, and present locations of the last several people you ask about.

Number of Players: Groups of four players.

Materials: The same as for Communication Game A in this unit. (See Sample Work Sheets, which follow.)

Procedure: Mingle with the players in your group to exchange information. Record on your work sheet the information you collect.

Until you see a regular pattern, gather facts by asking questions with the question word nǎli. When you think you see a pattern, make predictions by making statements with the marker ba. Give yourself a point for every correct prediction, and take away a point for every incorrect one.

If you do not see a pattern by the time you talk with your last partner, either continue to gather facts with nǎli questions or indulge in a little guessing with ba statements.

Example: You are Speaker 1. Only your questions about where people live are included here.

S1: Tā zhù zai nǎli?
S2: Tā zhù zai Táiwān Dàfàndiàn.

S1: Tā zhù zai nèige fàndiàn?
S3: Tā zhù zai Táiwān Dàfàndiàn.

S1: Tā zhù zai Táiwān Dàfàndiàn ba.
S4: Shìde, tā zhù zai Táiwān Dàfàndiàn.

(Of course, the patterns can be less obvious than this one.)

Additional Note: For this game you need to know the following vocabulary item:

Měiguo Guójì Jiāoliú Zǒngshǔ (U.S. International Communications Agency)

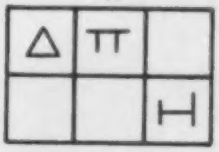
Practice Points: Zài...gōngzuò, zhù zai, xiànzài zài, ba, nèige.

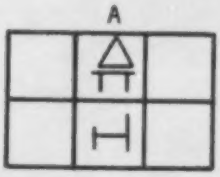
SAMPLE WORK SHEETS:

USICA	Bank of America	U.S. Military Attache's Office
First Hotel	Ambassador Hotel	Taiwan Hotel

ROUND 1 ROUND 2

A





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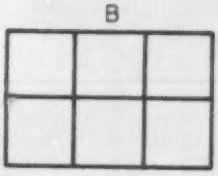

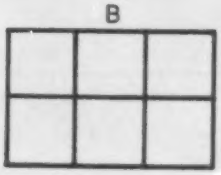

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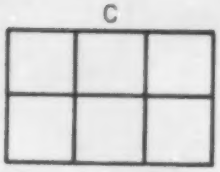

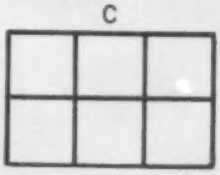

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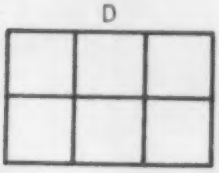
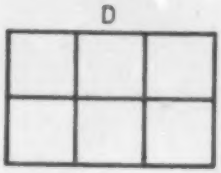


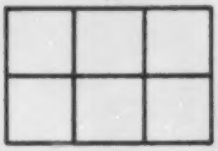


Wáng Dānián

USICA	Bank of America	U.S. Military Attache's Office
First Hotel	Ambassador Hotel	Taiwan Hotel

ROUND 1 ROUND 2

A



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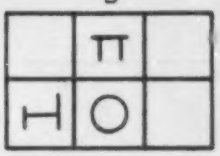

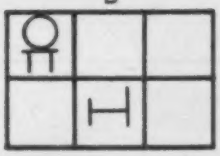

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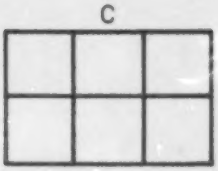

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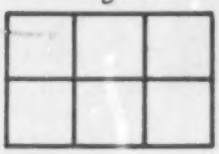
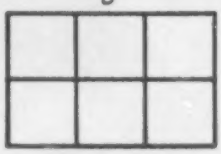
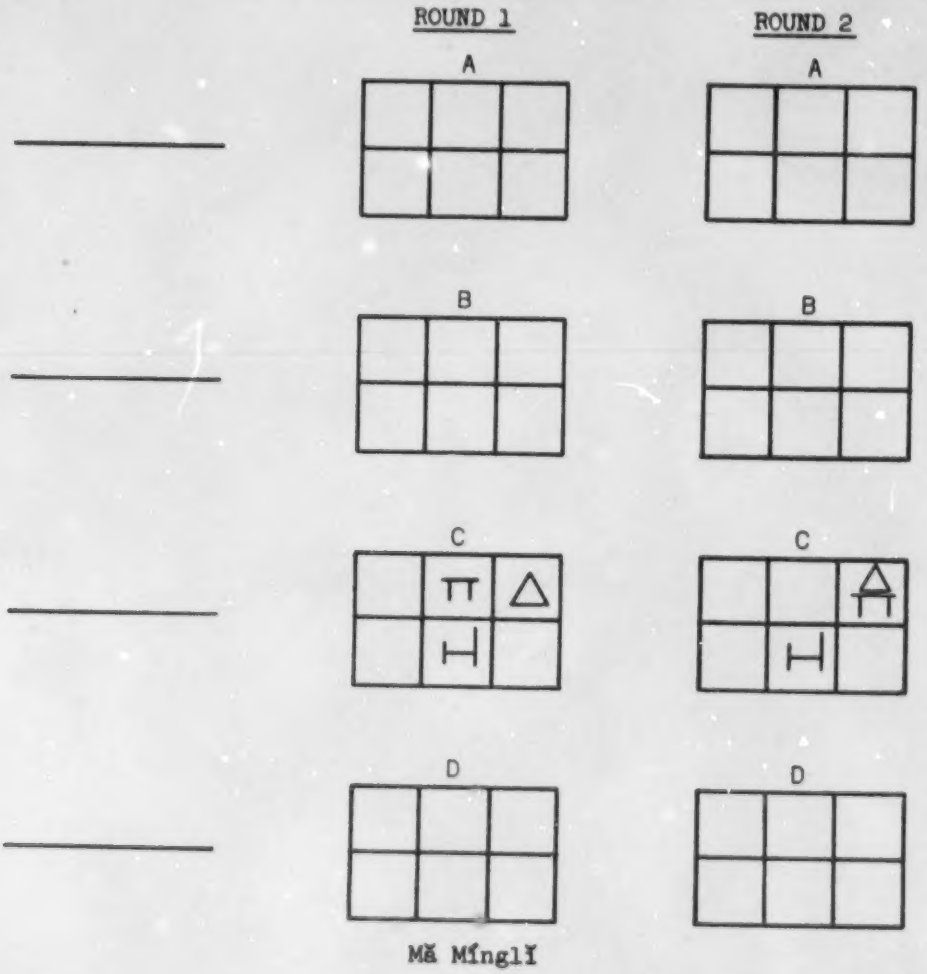




Hú Měilíng

USICA	Bank of America	U.S. Military Attache's Office
First Hotel	Ambassador Hotel	Taiwan Hotel



Mǎ Mínglǐ

USICA	Bank of America	U.S. Military Attache's Office
First Hotel	Ambassador Hotel	Taiwan Hotel

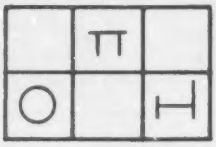
ROUND 1 ROUND 2

A

B

C

D



Fāng Bǎolán

UNIT 3 C-2 WORKBOOK

EXERCISE 1

In each of the twelve conversations in this exercise, a person is asked about the other members of his family. You will hear each conversation twice. After listening to it for the second time, stop the tape and fill in the chart below with information about the speaker's family. (Use check marks for "father," "mother," "husband," and "wife." Write the appropriate numbers under "sons" and "daughters.")

You will need to recognize one new word in this exercise:

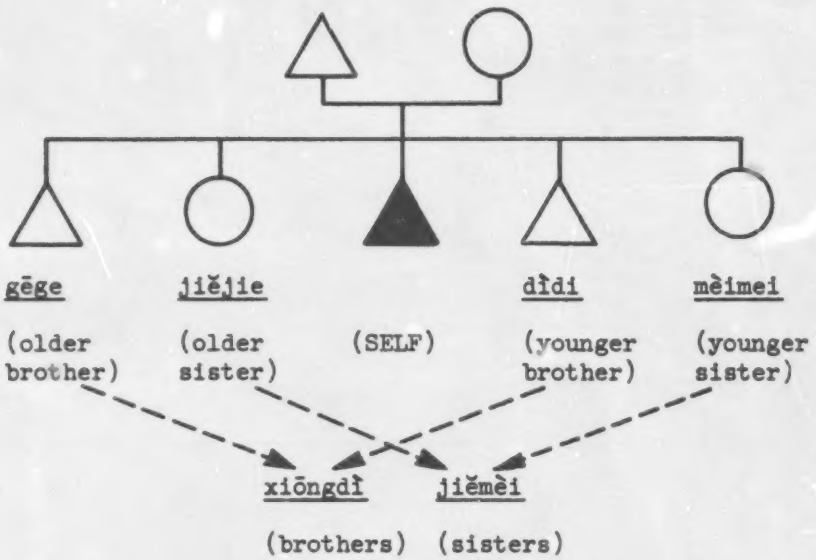
fùmǔ (parents)

The word is an abbreviation of fùqin mǔqin, "father and mother."

	FATHER	MOTHER	HUSBAND	WIFE	SONS	DAUGHTERS
SPEAKER 1						
SPEAKER 2						
SPEAKER 3						
SPEAKER 4						
SPEAKER 5						
SPEAKER 6						
SPEAKER 7						
SPEAKER 8						
SPEAKER 9						
SPEAKER 10						
SPEAKER 11						
SPEAKER 12						

EXERCISE 2

In this exercise you will hear eight people telling how many brothers and sisters they have. Chinese does have words for "brothers" and "sisters." As seen in the following diagram, Chinese also has words for "older brother," "younger brother," "older sister," and "younger sister."



Xiōngdì amounts to an abbreviation of gēge dìdi, since xiōng has the same meaning as gē. Jiěmèi is an abbreviation of jiějie mèimei.

You will hear the discussion of each person's brothers and sisters twice. After listening for the second time, fill in the chart below with the appropriate numbers.

	OLDER BROTHERS	OLDER SISTERS	YOUNGER BROTHERS	YOUNGER SISTERS
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

EXERCISE 3

This exercise involves a conversation in Taipei between Miss Fāng and Mr. Jones (Zhāng), an American. They are talking about their families.

You will hear the conversation three times. As you listen to it for the third time, stop the tape as needed to write down the speakers' relatives that are mentioned and the present location of each relative.

	RELATIVES	LOCATIONS
Miss Fāng:		
Mr. Zhāng:		

EXERCISE 4

In this exercise you will listen to a conversation between Mr. Zhāng and Mrs. Brown (Huáng). They are talking about their children. Mrs. Brown has snapshots of hers.

You will hear the conversation three times. You may not understand everything, but you will get the gist of it. As you listen for the third time, answer the question below.

QUESTION

1. List Mrs. Brown's children and Mr. Zhāng's children by sex and in order of birth. For example, "boy" (oldest), "boy" (middle), "girl" (youngest).

CHILDREN

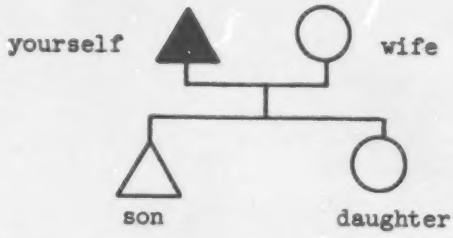
	OLDEST			YOUNGEST
Mrs. Brown:				
Mr. Zhāng:				

UNIT 3 P-2 WORKBOOK

EXERCISE 1

In this exercise you will answer questions about what people make up "your" family. You are provided with a different family for each numbered item. (See Display I.) Your family is represented as a "family tree." For this exercise, your family consists at most of a spouse and children.

Example 1



Labels have seen added to this sample family tree. Males are represented by triangles, and females by circles. The left-to-right order of the children is oldest-to-youngest. Notice that you are represented by the solid figure (in this case, a triangle).

You would hear on tape,

Nǐ jiāli yǒu shénme rén?

and you would answer,

Yǒu wǒ tàitai, yíge nánháizi, gēn yíge nǚháizi.

[Repeat confirmation.]

Remember to use possessive wǒ, "my," with tàitai and xiānsheng. For this exercise, use gēn before the last noun phrase, the way you would use "and" in English.

Example 2

If there is only one other person in your family, say that there is only that person and you, using the adverb jiù, "only," or "just."

Q: Nǐ jiāli yǒu shénme rén?

A: Jiù yǒu wǒ xiānsheng gēn wǒ. [Repeat confirmation.]

A Chinese man would probably list himself first: Jiù yǒu wǒ gēn wǒ tàitai.

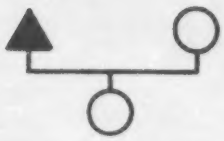
Example 3

If there is no one else in your family, say that there is only you, using the expression yíge rén, literally "one person."

Q: NǏ jiāli yǒu shénme rén?

A: Jiù yǒu wǒ yíge rén. [Repeat confirmation.]

DISPLAY I

1. 

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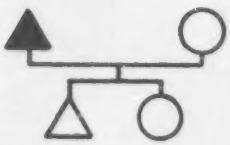
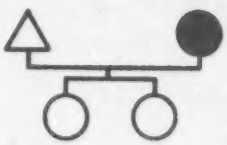
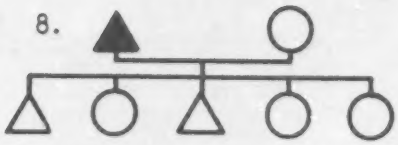
3. 

4. 

5.

6.

7.

8. 

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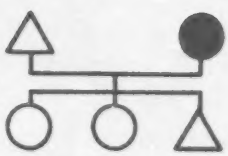
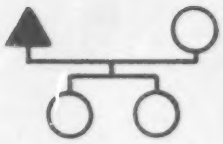
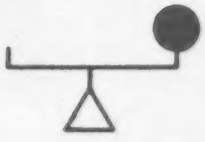
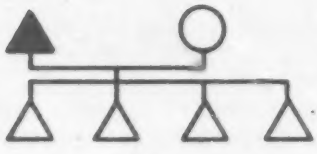
10. 

11. 

12. 

13. 

14.

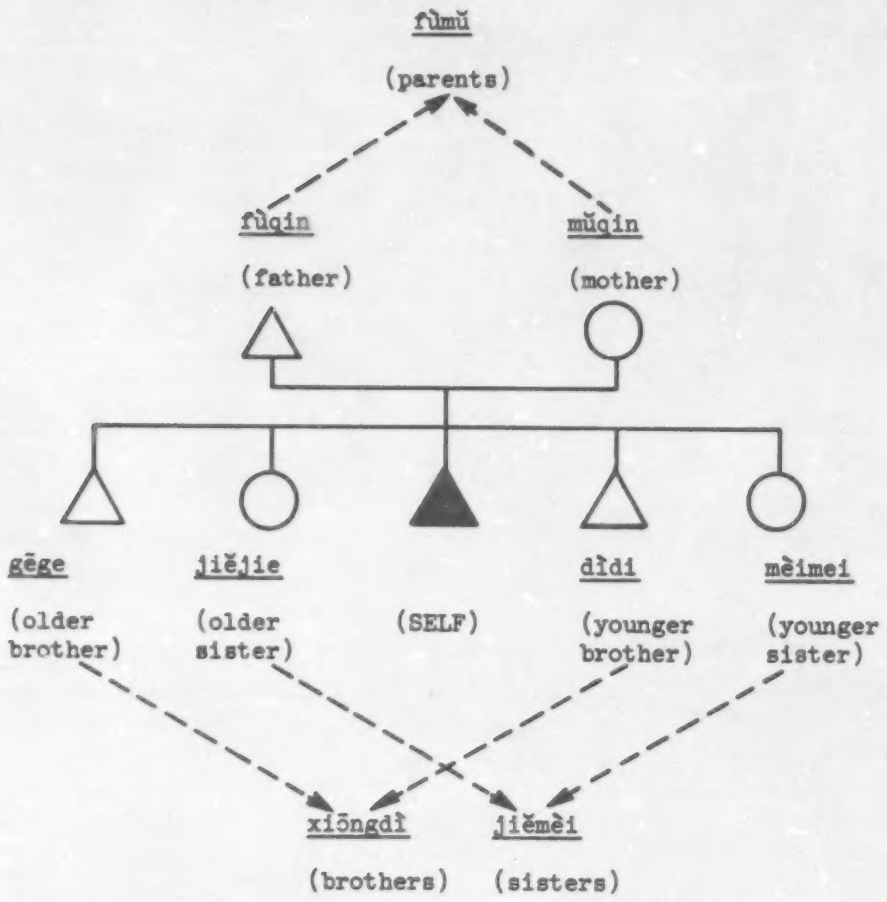
15.

16.

EXERCISE 2

This exercise is similar to the last one, except that your family will consist only of parents and brothers and sisters.

Here are the words you will need for this exercise:



In Chinese you can say either wǒ fùmǔ or wǒ fùqin mǔqin. In this exercise you should use wǒ fùmǔ.

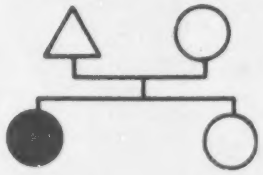
Example 1 (using the family tree on the previous page)

Q: NǏ jiāli yǒu shénme rén?

Answer in terms of so many "old brothers," "older sisters," "younger sisters," and "younger brothers."

A: Yǒu wǒ fùmǔ, yíge gēge, yíge jiějie, yíge dìdi, gēn yíge mèimei.

Example 2

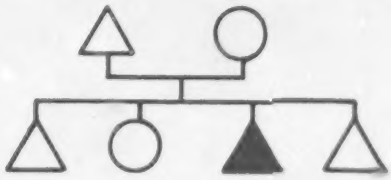


Q: NǏ yǒu xiōngdì jiěmèi ma?

If you are asked specifically whether you have brothers and sisters, you should answer only "I do" or "I don't" unless you have only one.

A: Jiù yǒu yíge mèimei.

Example 3



Q: NǏ yǒu xiōngdì jiěmèi ma?

If you have more than one brother or sister, simply give the direct answer Yǒu, and wait for the follow-up question about how many you have before giving the full list.

A: Yǒu.

Q: Yǒu jǐge?

A: Yǒu yíge gēge, yíge jiějie, gēn yíge dìdi.

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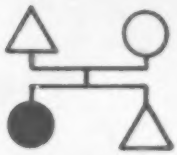
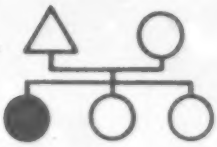
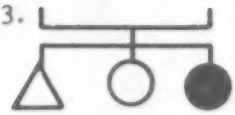
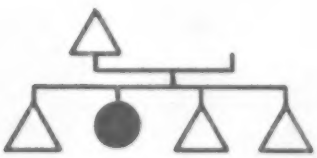
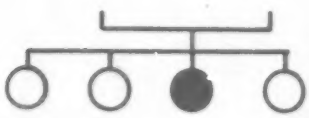
DISPLAY II

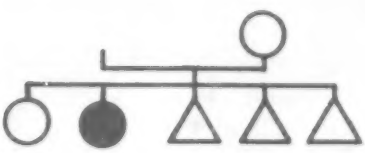
1. 

2. 

3. 

4. 

5. 

6. 

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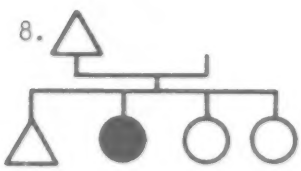
8. 

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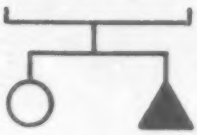
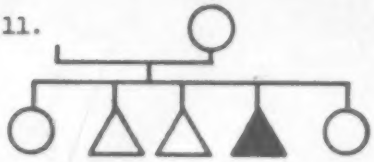
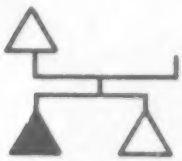
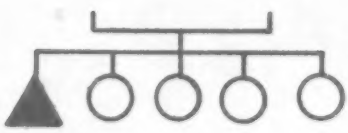
10. 

11. 

12. 

13. 

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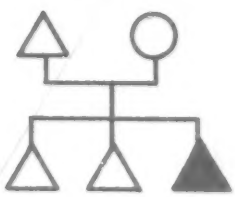
16. 

EXERCISE 3

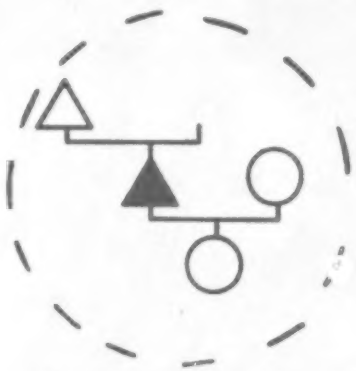
In exercises 1 and 2 you listed all the members of your immediate family. In this exercise a new question is introduced:

Nǐ jiāli yǒu jǐge rén? (How many are there in your household?)

Although this could refer to your whole family, it usually means only the members of your household--that is, relatives actually living with you (shown in your "family tree" as inside the closed broken line).

When asked Nǐ jiāli yǒu jǐge rén? you will answer with the number of people. Then answer the follow-up question Dōu shi shéi? "Who are they [all]?" by listing them. Don't worry too much about the order in which you list your relatives or whether you include yourself. The main point is to get the numbers and relationships right.

Example



Q: Nǐ jiāli yǒu jǐge rén?
A: Yǒu sìge.

Q: Dōu shi shéi?
A: Wǒ fùqin, wǒ, wǒ tàitai, gēn yíge nǚháizi.

If there is only one other member of your household or if you are alone, you can say so directly in answer to the first question: Jiù yǒu wǒ gēn wǒ tàitai or Jiù yǒu wǒ yíge rén.

Remember that the question Nǐ jiāli yǒu shénme rén? (which is also asked in this exercise) refers to all the members of your immediate family--that is, to everyone shown in the family tree, whether they live with you or not. For this exercise, assume that every member of your family who is not in your household in Taiwan is in the United States.

DISPLAY III

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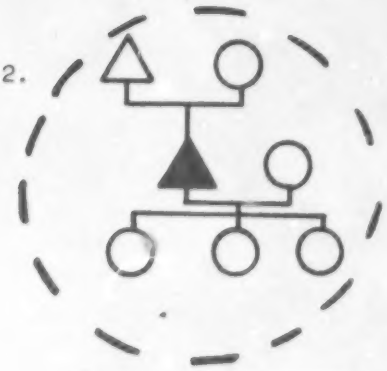
2.



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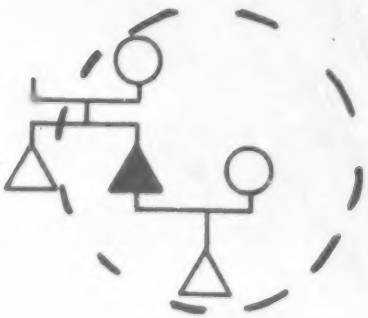

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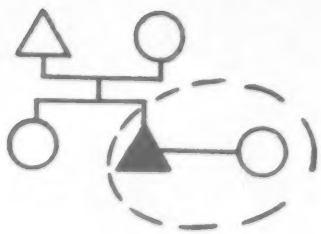

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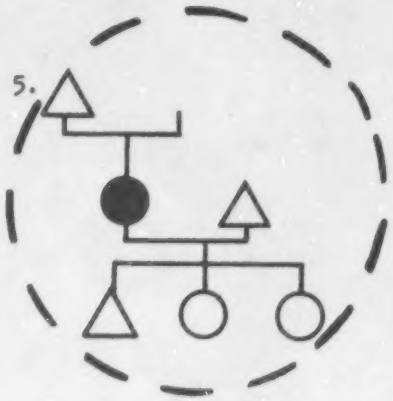

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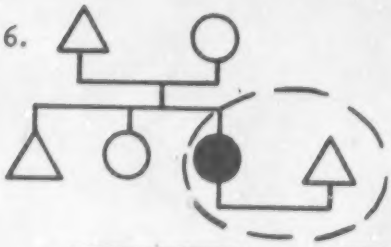

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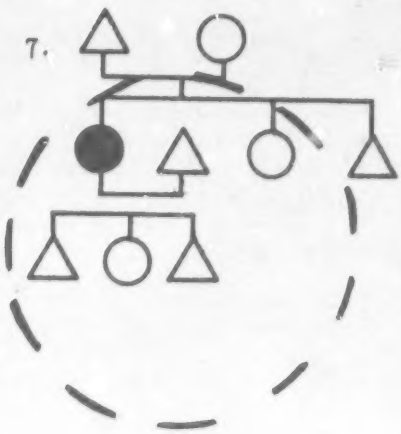

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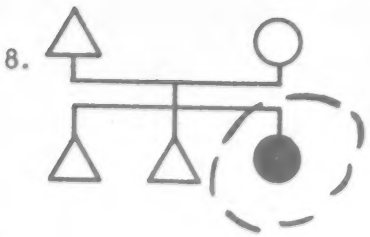


UNIT 3 COMMUNICATION GAME A

INSTRUCTIONS:

Type: Matching

Situation: The setting is Taipei. You and several other people are talking about your families.

Goal: To find matches between your family and your partner's family: the same number of younger brothers, older sisters, and so forth.

Number of Players: Groups of four to six students.

Materials: A fact sheet for each player. (See Sample Fact Sheets, which follow.)

In the "family trees" on the fact sheets, there is one triangle or circle for each relationship: father and mother (top row), older brothers and sisters (middle row, two figures at the left), younger brothers and sisters (middle row, two figures at the right), you and your spouse (middle row, two middle figures), and your children (bottom row).

A number which appears under a triangle or circle shows how many relatives of that kind you have. If there is no number, there are no people related to you in this way.

You are shown as the shaded figure in the family tree.

Procedure: Mingle with the other players in your group to exchange information.

When you question someone, he will answer and add Nǐ jiāli yǒu shénme rén? Point out any matches in your family and his before answering his question. Then write his name under the triangle or circle on your fact sheet which represents the matching relationship.

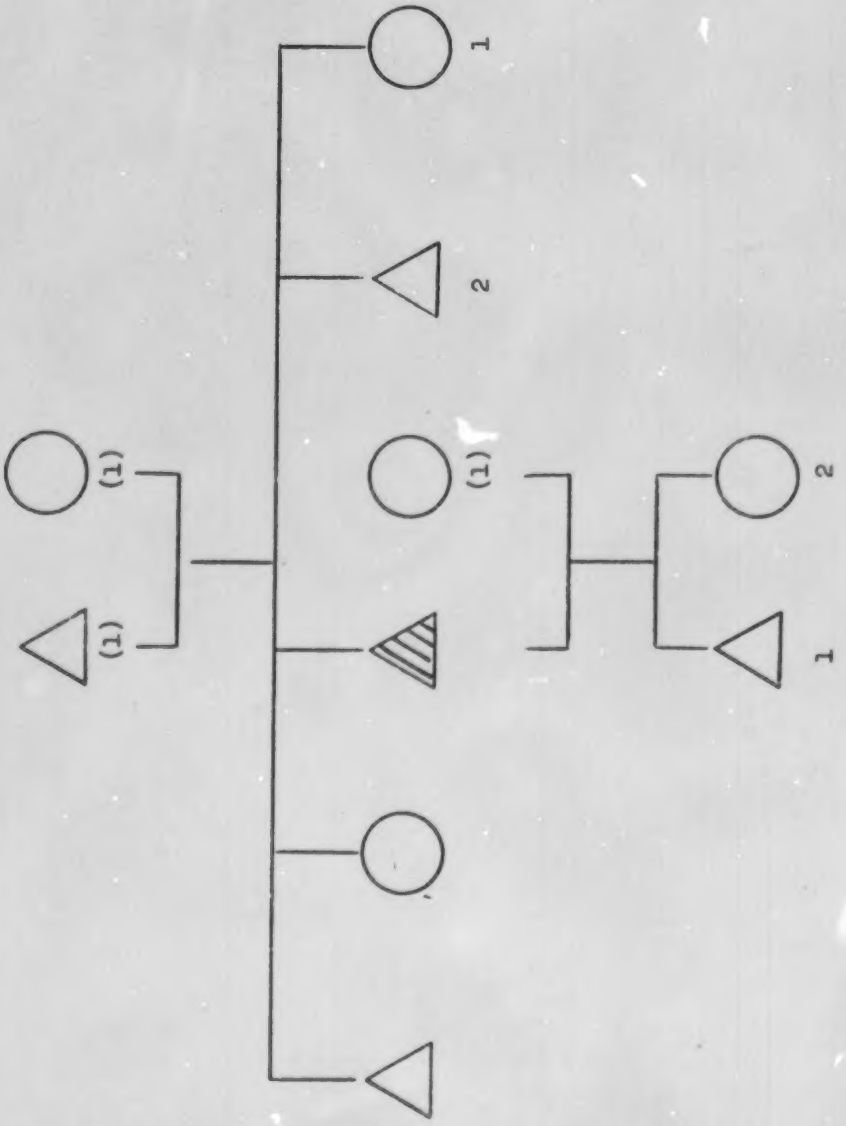
Example: You are Speaker 1.

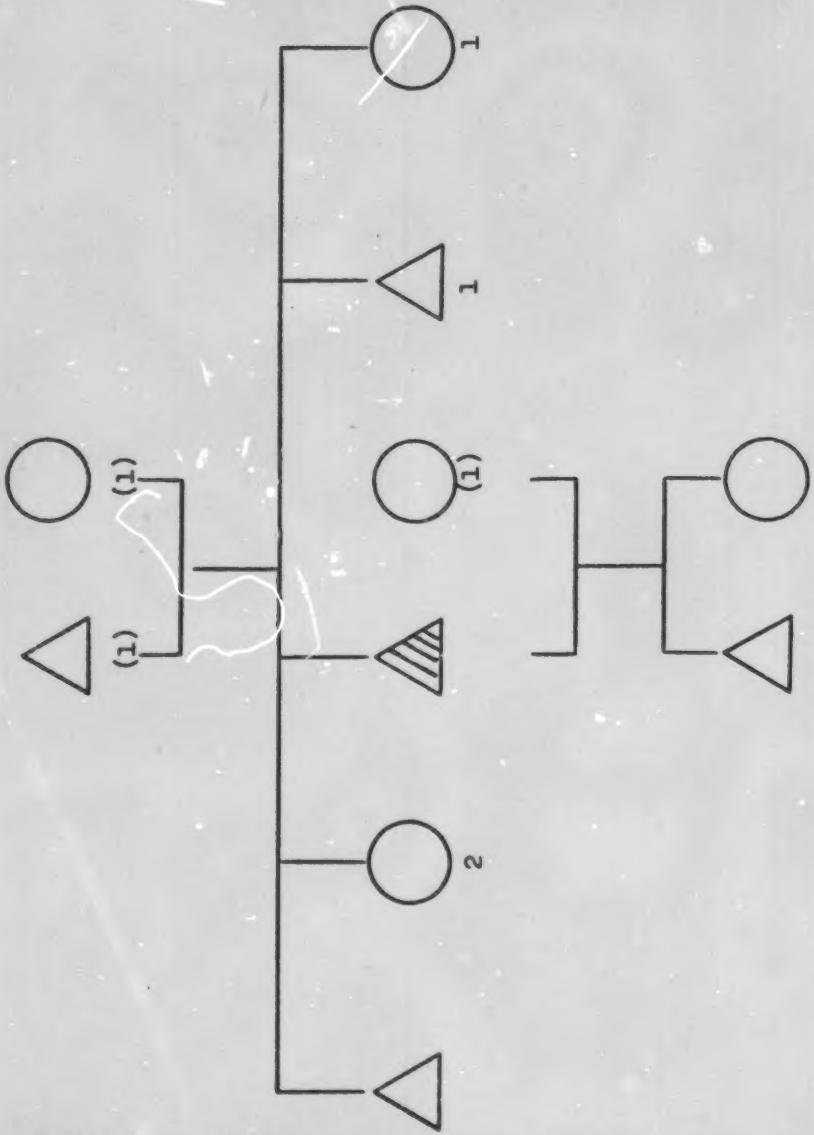
S1: Nǐ jiāli yǒu shénme rén?
S2: Yǒu wǒ fùmǔ, yíge dìdi, wǒ tàitai, gēn liǎngge nǚháizi.
Nǐ jiāli yǒu shénme rén?
S1: Wǒ yě yǒu liǎngge nǚháizi. Wǒ jiāli yǒu wǒ fùmǔ, yíge jiějie, liǎngge dìdi, wǒ tàitai, yíge nánháizi, gēn liǎngge nǚháizi.

Additional Note: Since all players in this game will have one father, one mother, and one spouse, there is no need to match these relatives.

Practice Points: Everything in the unit.

SAMPLE FACT SHEETS:

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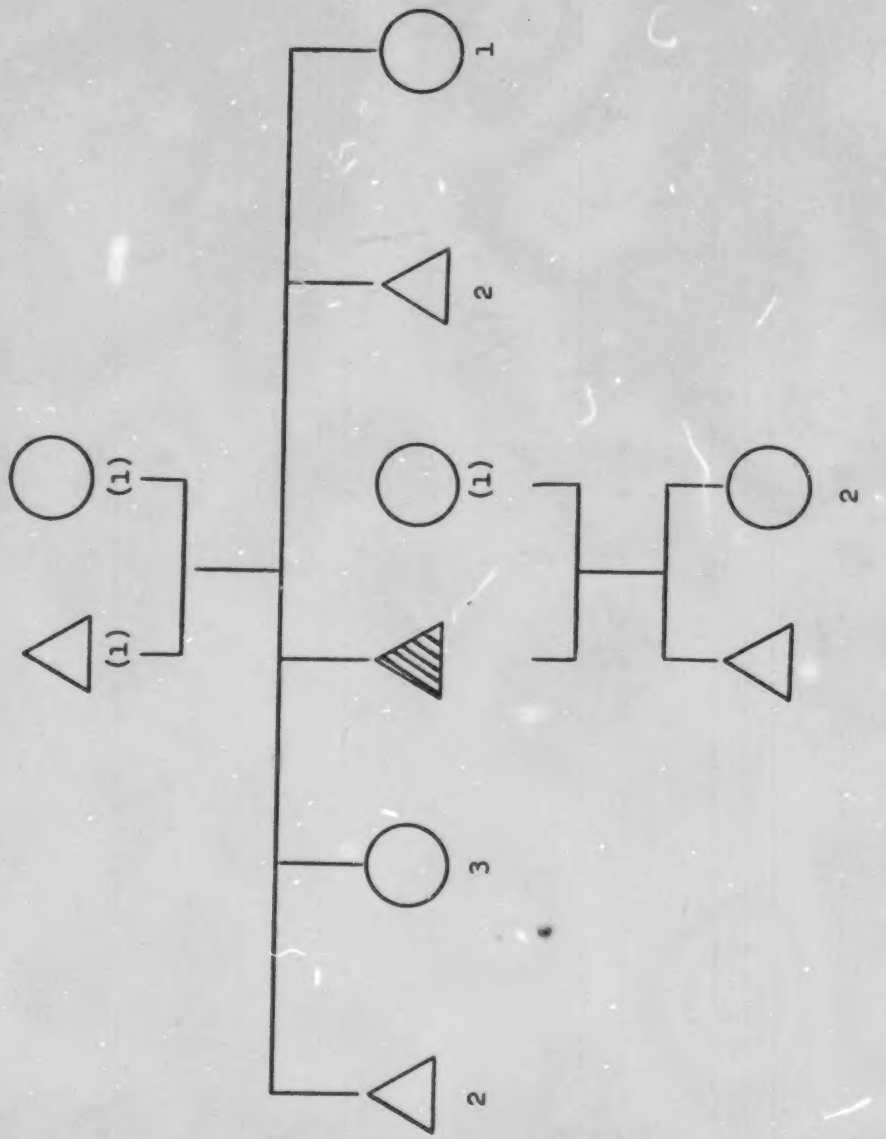
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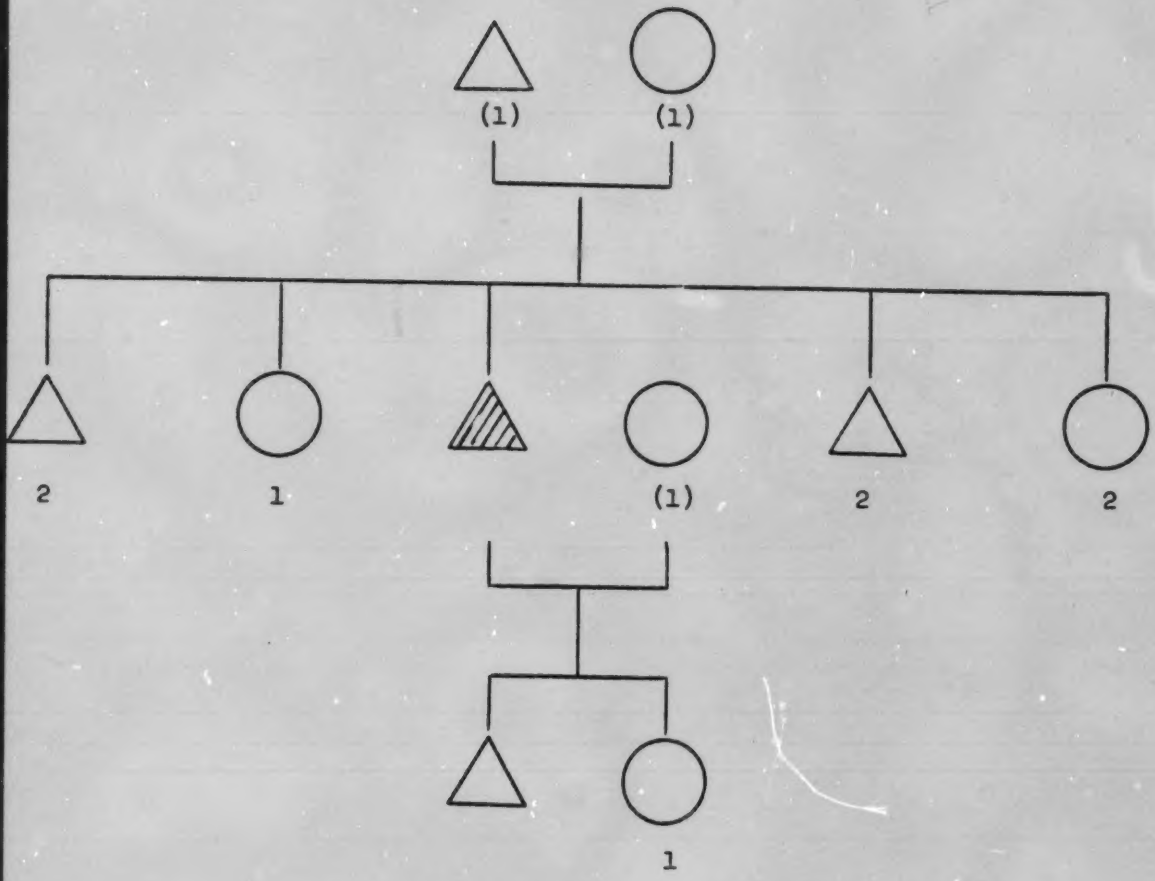
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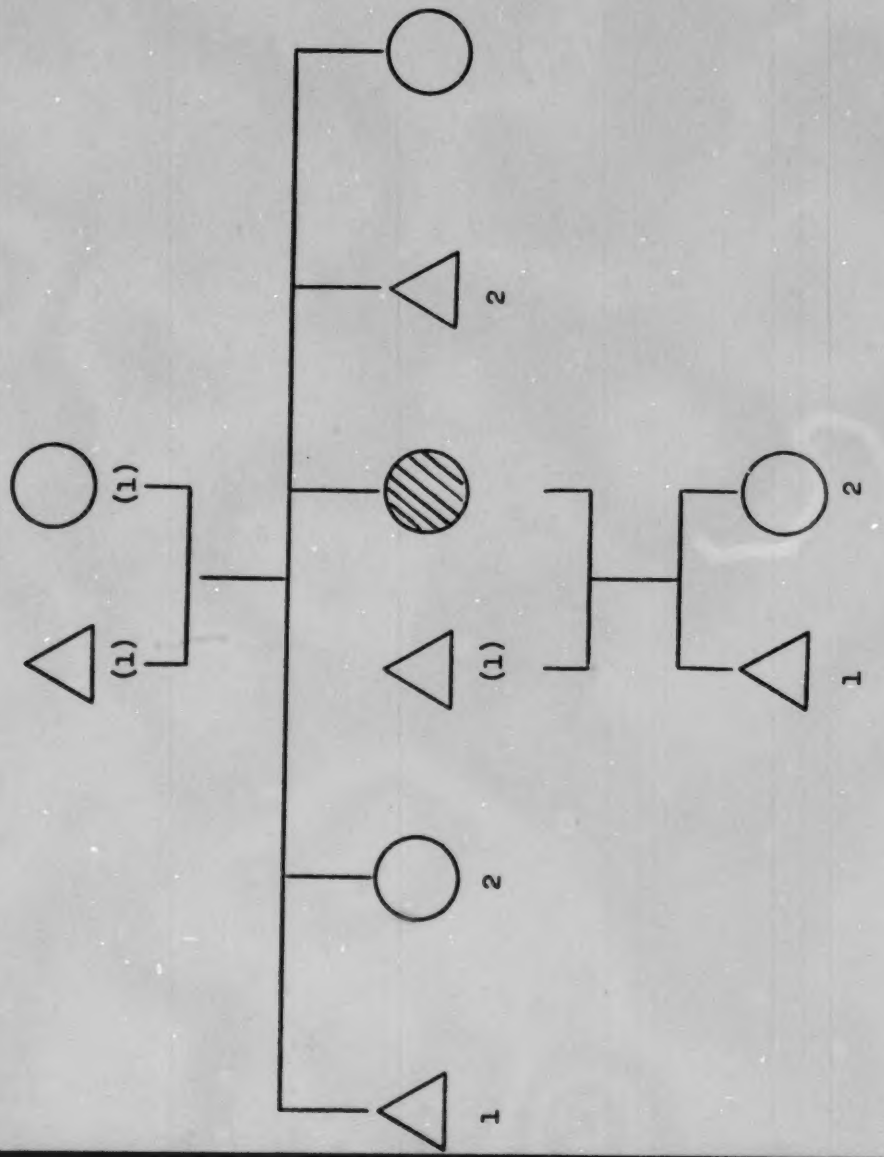
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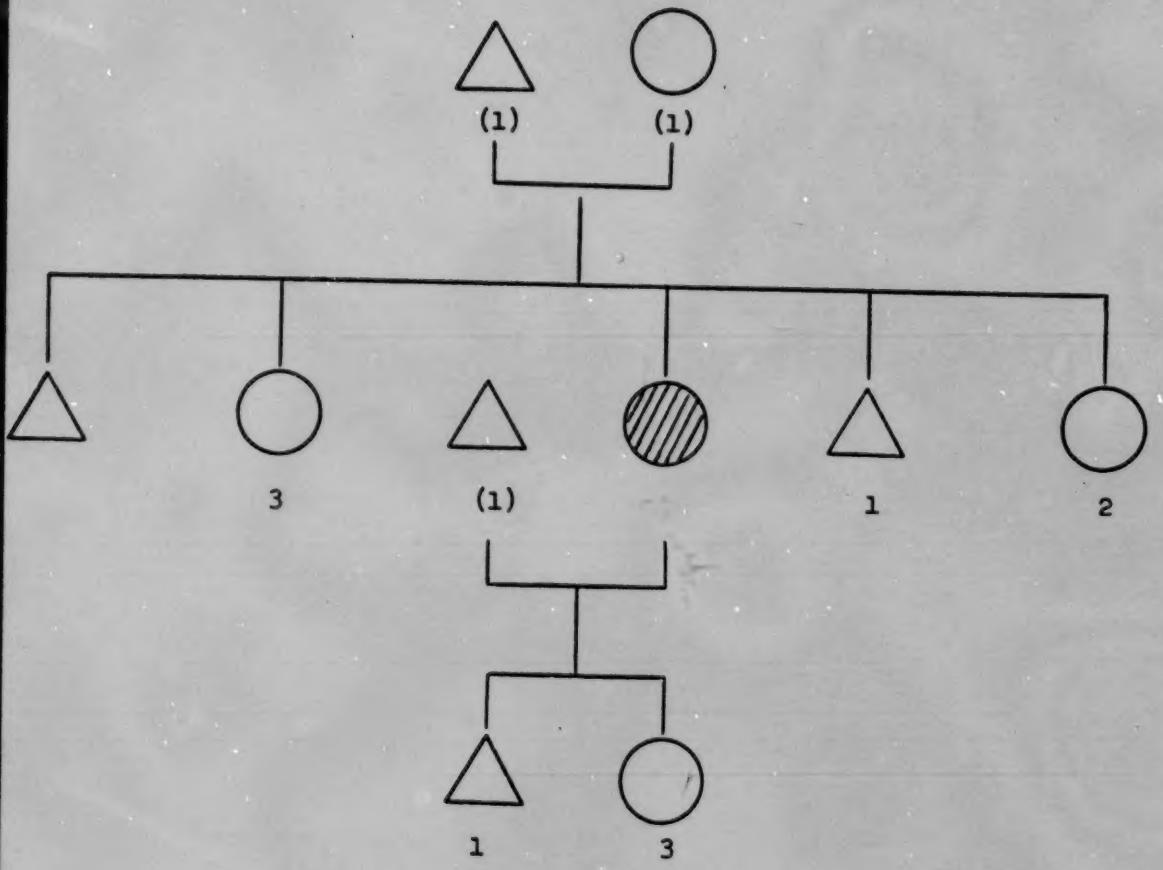
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UNIT 3 COMMUNICATION GAME B

INSTRUCTIONS:

Type: Science (Memory)

Situation: The setting is Taipei. You and several other people are talking about your families.

Goal: To ask all players about certain kinds of family members, to find a pattern in the number of such relatives in different families, and to predict how many of these relatives the last several players have.

Number of Players: Groups of six students or fewer.

Materials: A fact sheet for each player. These fact sheets are like the fact sheets for Communication Game A in this unit.

Procedure: Mingle with the other players in your group to exchange information.

Until you see a regular pattern, use question-word questions (or the single question Nǐ jiāli yǒu shénme rén?). When you think that you see a regular pattern, try making a prediction with a ba sentence.

Take notes on the information you get. (You can jot them down on your fact sheet under the information about your family.)

Example: You are Speaker 1.

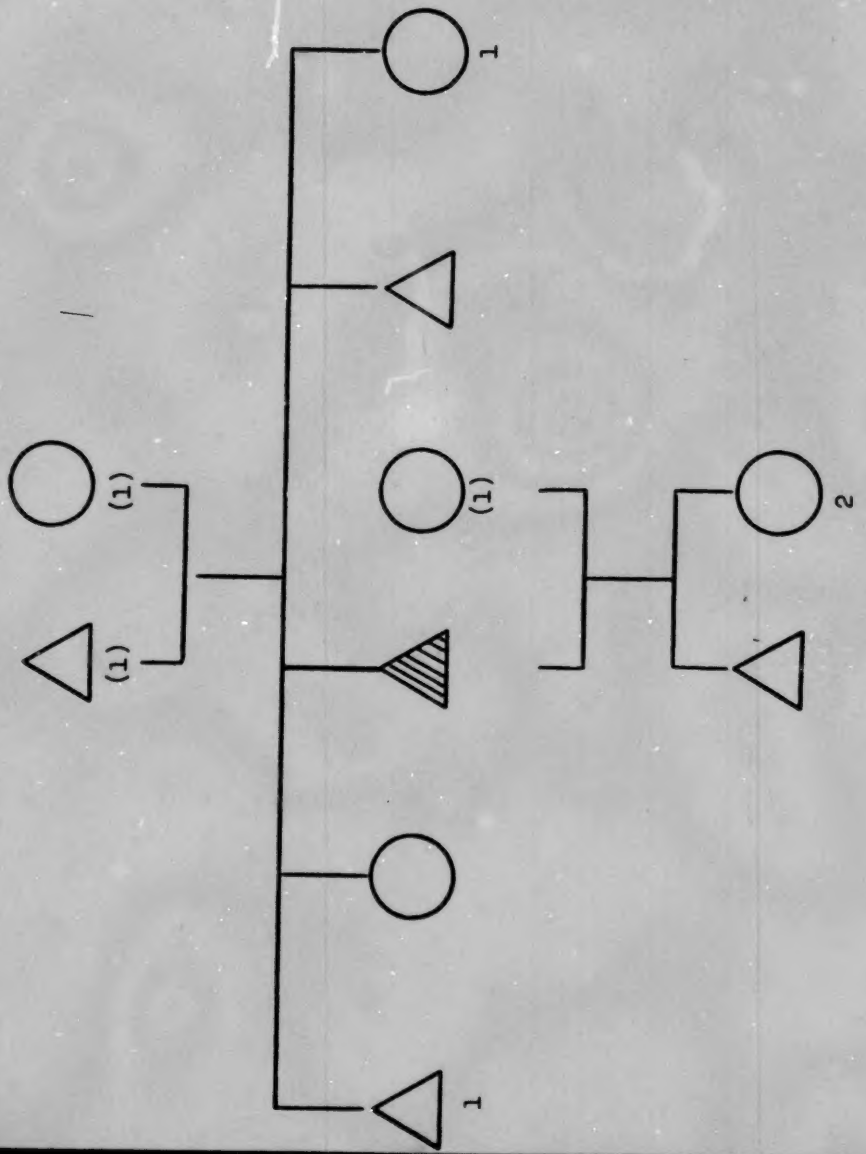
S1: Nǐ jiāli yǒu shénme rén?
S2: Yǒu . . . , yíge mèimei, ...

S1: Nǐ jiāli yǒu shénme rén?
S3: Yǒu . . . , yíge mèimei, ...

S1: Nǐ yǒu yíge mèimei ba.
S4: Shìde, wǒ yǒu yíge mèimei. Wǒ jiāli yǒu . . . .

Practice Points: Everything in the unit.

SAMPLE FACT SHEETS:



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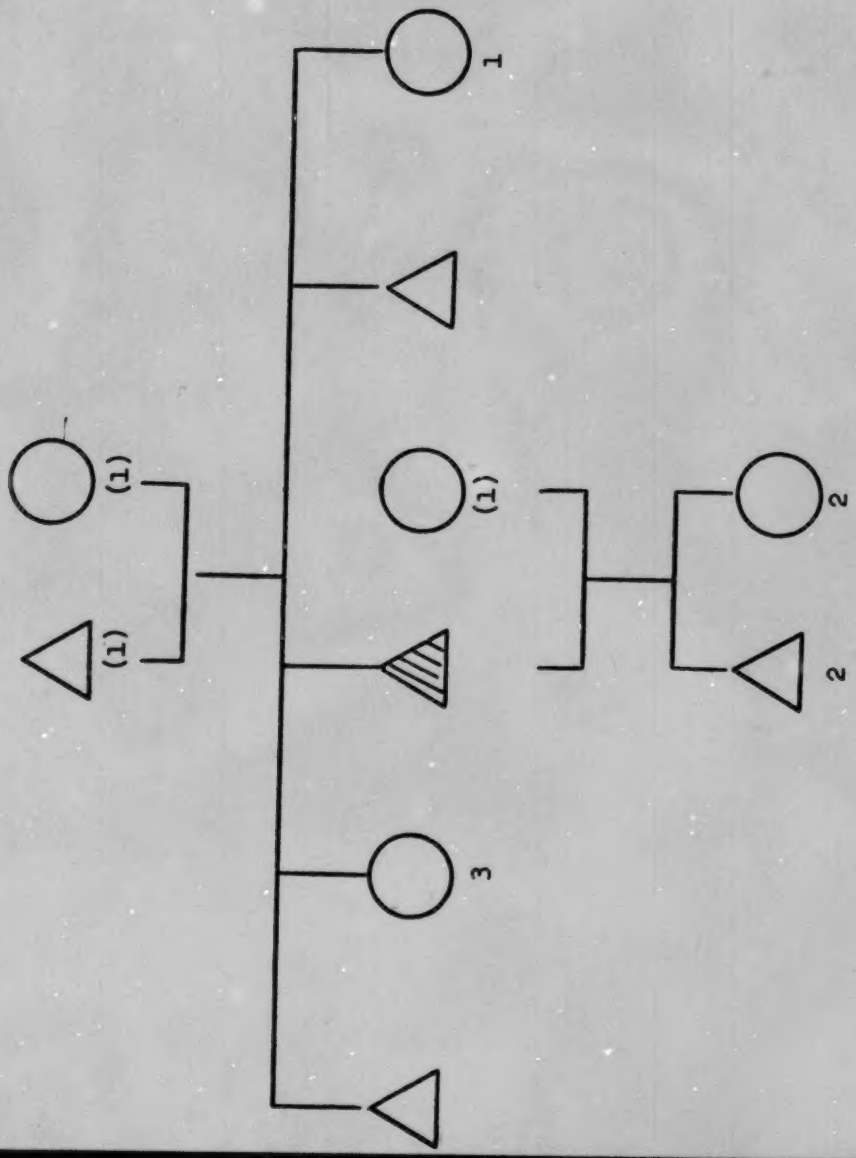
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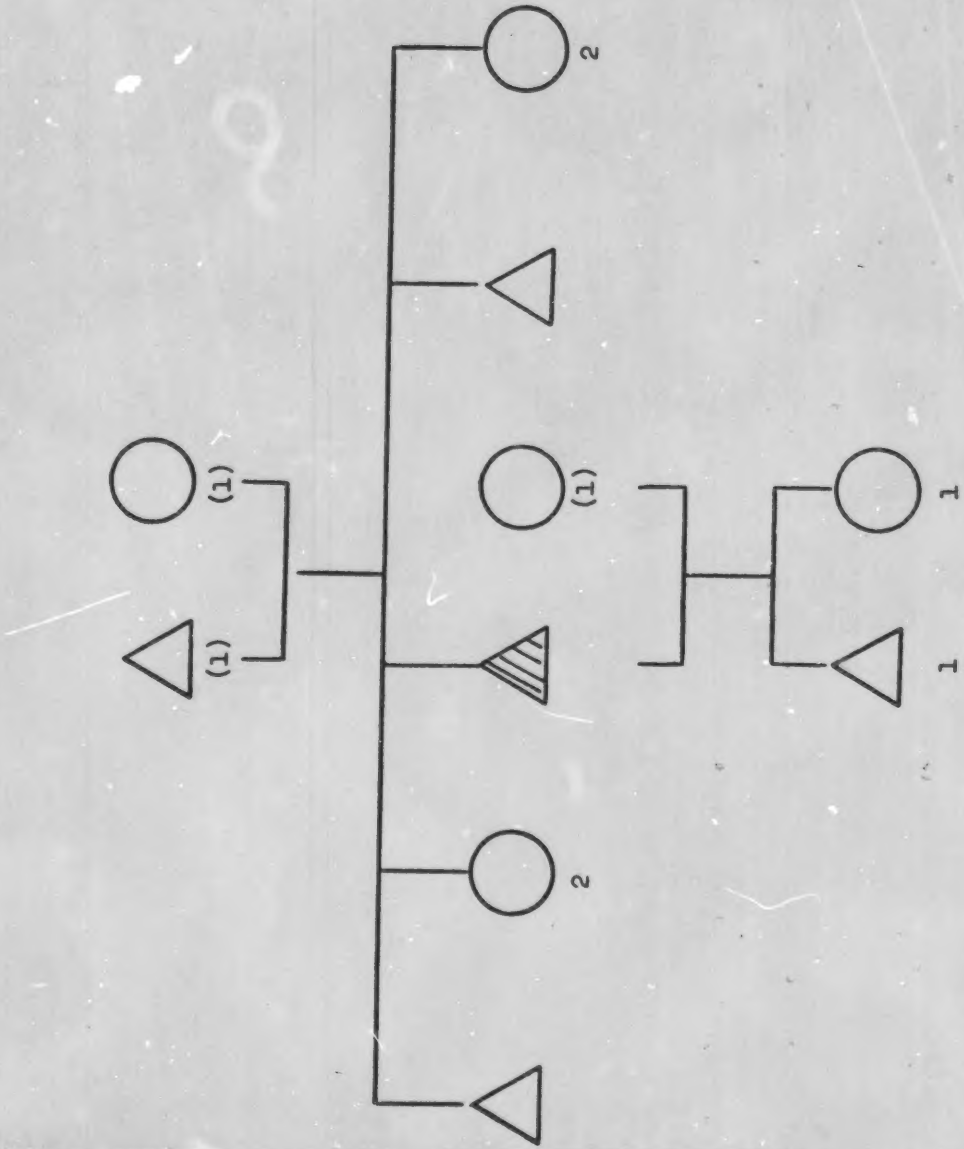
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UNIT 4 C-2 WORKBOOK

EXERCISE 1

In this exercise you will listen to the manager of a hotel discussing with a clerk the day of arrival and the day of departure for various guests. You will hear their discussion of each guest twice. As you listen for the second time, record the facts by checking the appropriate boxes below.

You will need to recognize two new words:

qiántiān (the day before yesterday)

hòutiān (the day after tomorrow)

	THE DAY BEFORE YESTERDAY	YESTERDAY	TODAY NOW	TOMORROW	THE DAY AFTER TOMORROW
1. Wáng Yàozōng					
Arrival:					
Departure:					
2. Wú Tiānxiáng					
Arrival:					
Departure:					
3. Zhào Shàohuá					
Arrival:					
Departure:					
4. Lǐ Bǎoyí					
Arrival:					
Departure:					
5. Hé Bǐngān					
Arrival:					
Departure:					
6. Zhāng Guóhuá					
Arrival:					
Departure:					
7. Qián Wěidá					
Arrival:					
Departure:					
8. Sūn Bāngyàn					
Arrival:					
Departure:					

113

EXERCISE 2

This exercise is based on a conversation between Mr. Qián and Miss Wáng. Mr. Qián has come to Taipei for a few days. He happens to run into Miss Wáng, whom he has not seen for some time.

You will hear the conversation three times. Answer the question below as you listen for the third time.

You will need to know two new expressions:

jiéhūn	(to get married, to be married)
méi jiéhūn	(not to be married)

QUESTION

1. Among the people who will be at the wedding, who (if anyone)

already lives in Taipei? _____

arrived the day before yesterday? _____

arrived yesterday? _____

arrived today? _____

will arrive today? _____

will arrive tomorrow? _____

will arrive the day after tomorrow? _____

UNIT 4 P-2 WORKBOOK

EXERCISE 1

In this exercise you will answer questions about WHETHER actions took place (with le) and questions about WHEN actions took place (with shi...de). You will also answer questions about when actions are going to take place (without le and shi...de).

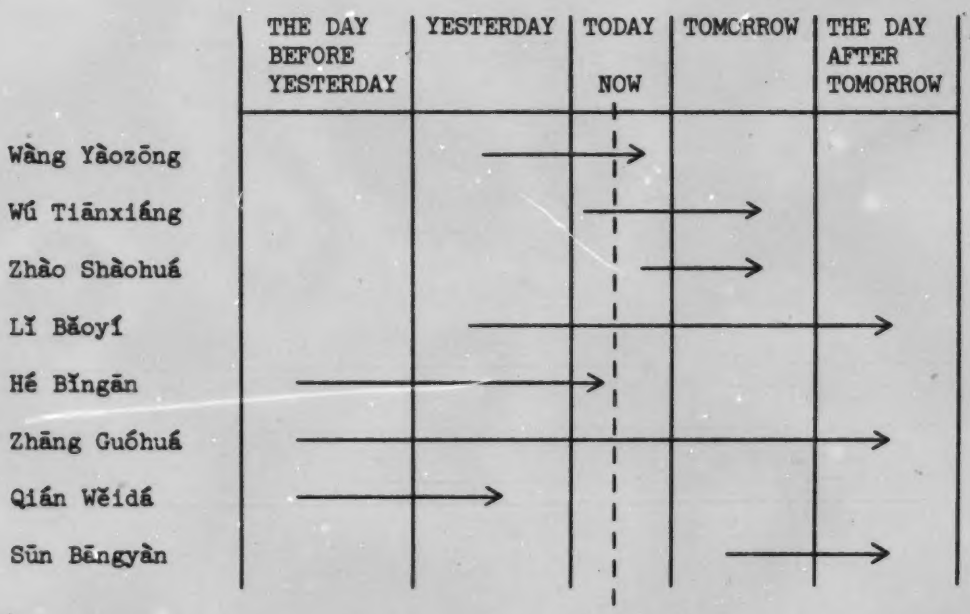
The scene is the office of a hotel. The manager is asking the clerk about arrivals and departures of various guests. The information available to the clerk is shown in Display I. (The manager's questions show that he already has some information and is fairly sure about what some of the information will be.) The tail of each arrow shows the day of that guest's arrival and the head shows the day of his departure.

Try answering the manager's questions before the clerk does, and then repeat the clerk's answers.

Here are the new vocabulary items you will need for this exercise:

qiántiān (the day before yesterday)
hòutiān (the day after tomorrow)

DISPLAY I



EXERCISE 2

In Exercise 1 you put le after the verb or méi before the verb if the question was WHETHER the action took place. You put shi or bú shi before the verb and de after the verb if the question was WHEN the action took place.

You probably followed the simple and generally effective strategy of noticing whether the question had le or shi...de in it and answering accordingly, like this:

Q:	Tā (yǐjīng) zǒule ma?	(Has he left [already]?)
A:	Tā (yǐjīng) zǒule.	(He has left [already].)
A:	Tā (hái) méi zǒu.	(He has not left [yet].)
Q:	Tā shi nèitiān zǒude?	(What day did he leave?)
A:	Tā shi zuótiān zǒude.	(He left yesterday.)
Q:	Tā shi zuótiān zǒude ma?	(Did he leave yesterday?)
A:	Tā shi zuótiān zǒude.	(He did leave yesterday.)
A:	Tā bú shi zuótiān zǒude.	(He did not leave yesterday.)

You also had another clue: whether or not there was a time word like nèitiān in the question.

However, you can not count on always having such direct clues as to when to use le (or méi) and when to use shi...de (or bú shi...de). There is no question to copy from when you want to volunteer information or when you want to ask a question yourself. You have to make the choice on your own, on the basis of whether you are talking about the event itself or about some aspect of the event--or, to put it more concretely, on the basis of whether you are emphasizing the main verb or some earlier part of the sentence. This exercise gives you practice in making the choice.

Again in the hotel office, the manager is asking the clerk questions about the departures of certain guests. Display II is a list of the questions (in English) that the manager will ask. (They are rephrased in parentheses to indicate what the manager knows or assumes and what he wants to know.)

There are three types of questions:

Example 1*

DID Sūn Ruìmíng leave yesterday? (He was planning to leave, but did he?) — Sūn Ruìmíng zuótiān zǒule ma?

Knowing that this guest was planning to leave yesterday and wanting to know WHETHER the guest did leave, the manager uses le. (Notice that the time can be mentioned incidentally when the center of interest is on WHETHER the action took place.)

---

*These examples are the first three items on the tape.

Example 2

WHEN did Wáng Měiróng leave? Wáng Měiróng shi shénme shíhou zǒude? (She did leave, but when?)

The manager knows that this guest has left. Wanting to know WHEN she left, the manager uses shi...de.

Example 3

Did Zhāng Hòurén leave YESTERDAY? Zhāng Hòurén shi zuótiān zǒude ma? (He did leave, but was it yesterday?)

Again, the manager knows that this guest has left and wants to know WHEN he left. However, this time the manager makes a specific guess, namely that it was yesterday.

After hearing each item number on the tape, try to ask the question before the manager does. Then listen to his question and repeat. Finally, listen to the clerk's answer.

DISPLAY II

1. DID Sūn Ruìmíng leave yesterday? (He was planning to leave, but did he?)
2. WHEN did Wáng Měiróng leave? (She did leave, but when?)
3. Did Zhāng Hòurén leave YESTERDAY? (He did leave, but was it yesterday?)
4. Did Bāo Shàoyíng leave the DAY BEFORE YESTERDAY? (He did leave, but was it the day before yesterday?)
5. DID Bāo Shàowén leave today? (He was planning to leave, but did he?)
6. WHEN did Jiāng Měilíng leave? (She did leave, but when?)
7. DID Sūn Bīngyíng leave the day before yesterday? (She was planning to leave, but did she?)
8. Did Bāo Huìrán leave YESTERDAY? (She did leave, but was it yesterday?)
9. WHEN did Lǐ Shìyīng leave? (He did leave, but when?)
10. DID Shǐ Tíngfēng leave the day before yesterday? (He was planning to leave, but did he?)
11. Did Wáng Défēn leave YESTERDAY? (She did leave, but was it yesterday?)
12. WHEN did Táng Guóquán leave? (He did leave, but when?)
13. Did Zhōu Wānrú leave YESTERDAY? (She did leave, but was it yesterday?)
14. DID Mǎ Zhìyuǎn leave yesterday? (He was planning to leave, but did he?)
15. WHEN did Hú Xiùfèng leave? (She did leave, but when?)

UNIT 4 COMMUNICATION GAME A

INSTRUCTIONS:

Type: Science

Situation: The setting is Běijīng. You are talking with a group about when several other people arrived or will arrive at a hotel and when they left or will leave.

Goal: To find regular patterns in the information and make predictions about people's days of arrival or days of departure and about whether or not they arrived alone.

Number of Players: Groups of six students or fewer.

Materials: A work sheet for each player. (See Sample Work Sheets, which follow.)

The tail of the arrow on each work sheet shows the person's arrival day. The head of the arrow shows his departure day. A single shaft on an arrow means that the person arrived alone, a double shaft that he was accompanied by someone.

Notice that the "today" column is divided by a dotted line into "before now" and "after now."

Procedure: Mingle with the other players in your group to exchange information.

Use arrows to record the information you collect. (See the first Sample Work Sheet.)

Until you see a regular pattern, use question-word questions. When you think you see a pattern, try making predictions with ba sentences.

Remember that you must find out WHETHER something happened or will happen before you ask WHEN or HOW. However, you may assume that all the people will eventually leave the hotel.

Example: You are Speaker 1. You have a work sheet showing arrival and departure information for one person. As you question the other members of your group, you record the information as shown on the first Sample Work Sheet.

S1: Tā lái le ma?
S2: Tā lái le.
S1: Tā shi něitiān láide?
S2: Tā shi jīntiān láide.
S1: Tā shi yíge rén láide ma?
S2: Tā shi yíge rén láide.
S1: Tā shénme shíhou zǒu?
S2: Tā hòutiān zǒu.

You now move on to another player.

S1: Tā lái le ma?
S3: Tā lái le.
S1: Tā shi nĕitiān láide?
S3: Tā shi qiántiān láide.
S1: Tā shi yíge rén láide ma?
S3: Tā shi yíge rén láide.
S1: Tā shénme shíhou zǒu?
S3: Tā jīntiān zǒu.

When questioning the next person, you are ready to make a prediction that everyone arrived alone:

S1: Tā lái le ma?
S4: Tā lái le.
S1: Tā shi nĕitiān láide?
S4: Tā shi zuótiān láide.
S1: Tā shi yíge rén láide ba.
S4: Duì le, tā shi yíge rén láide.
S1: Tā shénme shíhou zǒu?
S4: Tā míngtiān zǒu.

You were right. The pattern is that everyone arrived alone.

Additional Notes: Here is how to follow up on four possible answers to the same first question.

Q: Tā yǐjīng lái le ma?
A: Tā yǐjīng lái le.
Q: Tā shi nĕitiān láide?
A: Tā shi. . . láide.
Q: Tā xiǎng nĕitiān zǒu?
A: Tā xiǎng . . . zǒu.

Q: Tā yǐjīng lái le ma?
A: Tā hái méi lái.
Q: Tā xiǎng nĕitiān lái?
A: Tā xiǎng . . . lái.
Q: Tā xiǎng nĕitiān zǒu?
A: Tā xiǎng . . . zǒu.

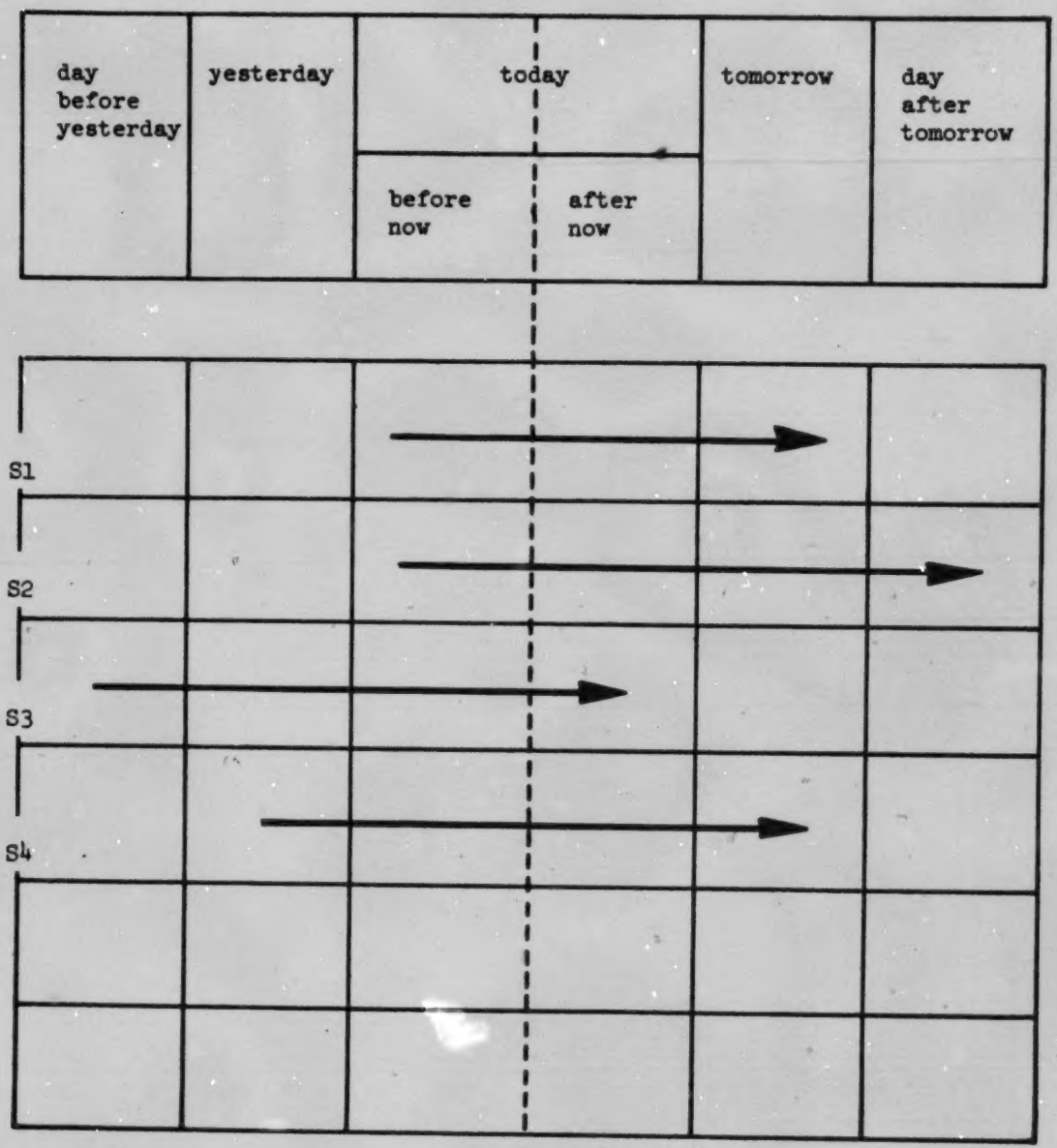
Q: Tā yǐjīng lái le ma?
A: Tā lái le, kĕshi, yǐjīng zǒu le.
Q: Tā shi nĕitiān láide?
A: Tā shi . . . láide.
Q: Tā shi nĕitiān zǒude?
A: Tā shi . . . zǒude.

Q: Tā yǐjīng lái le?
A: Tā bù xiǎng lái.
(NO FOLLOW-UP)

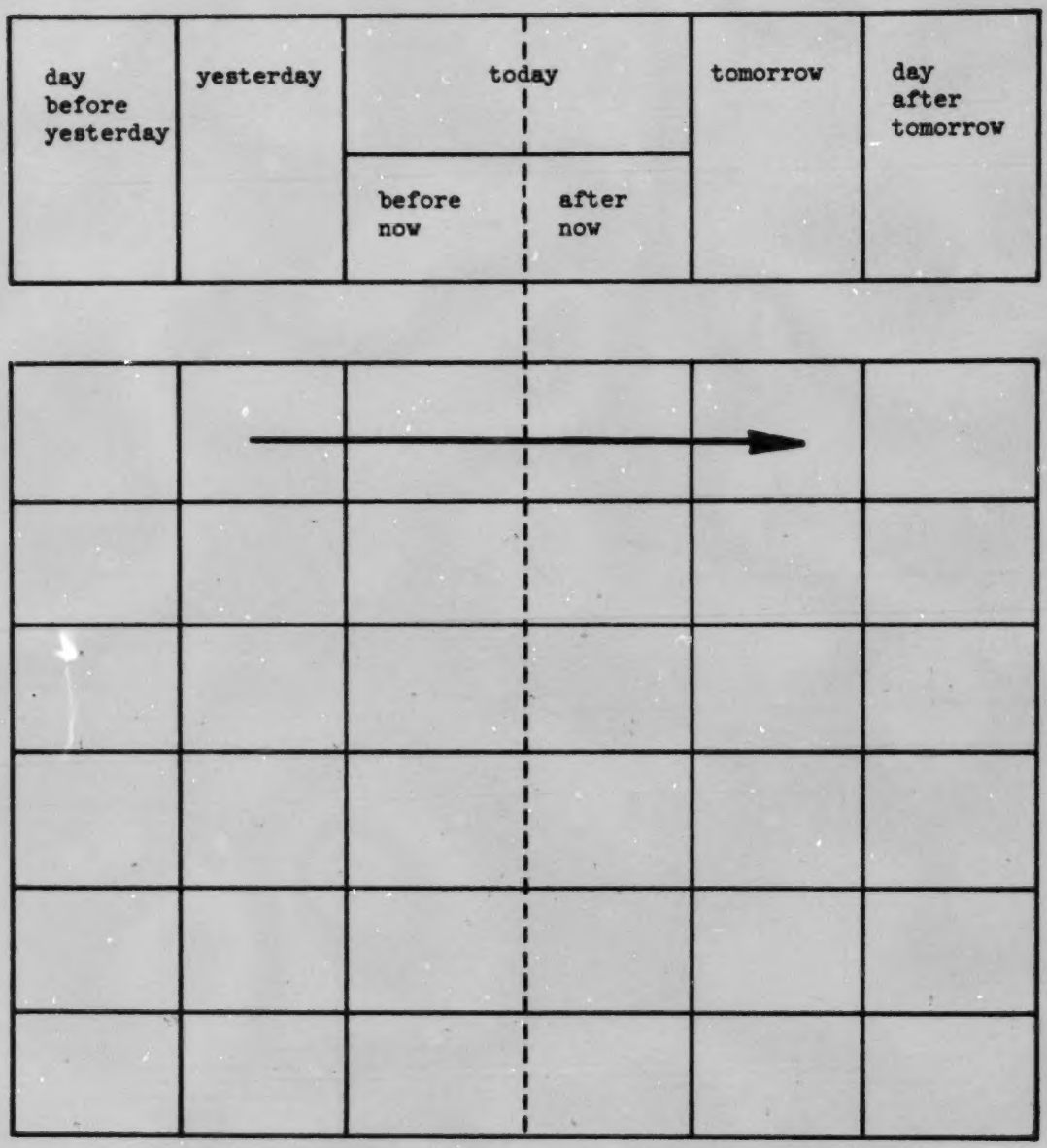
You will need to know the word kĕshi, "but," in this game.

Practice Points: Everything in the unit.

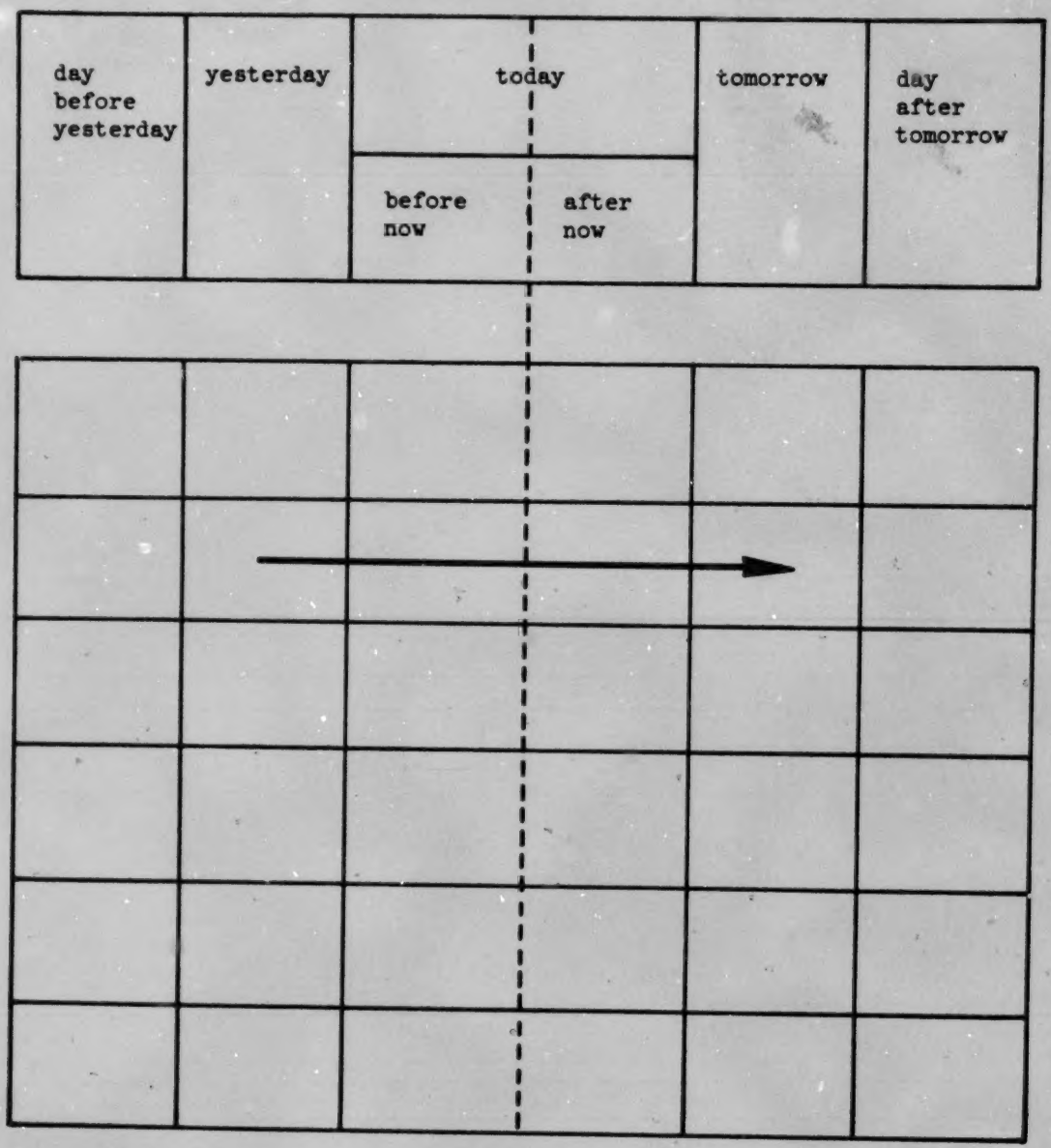
SAMPLE WORK SHEETS:



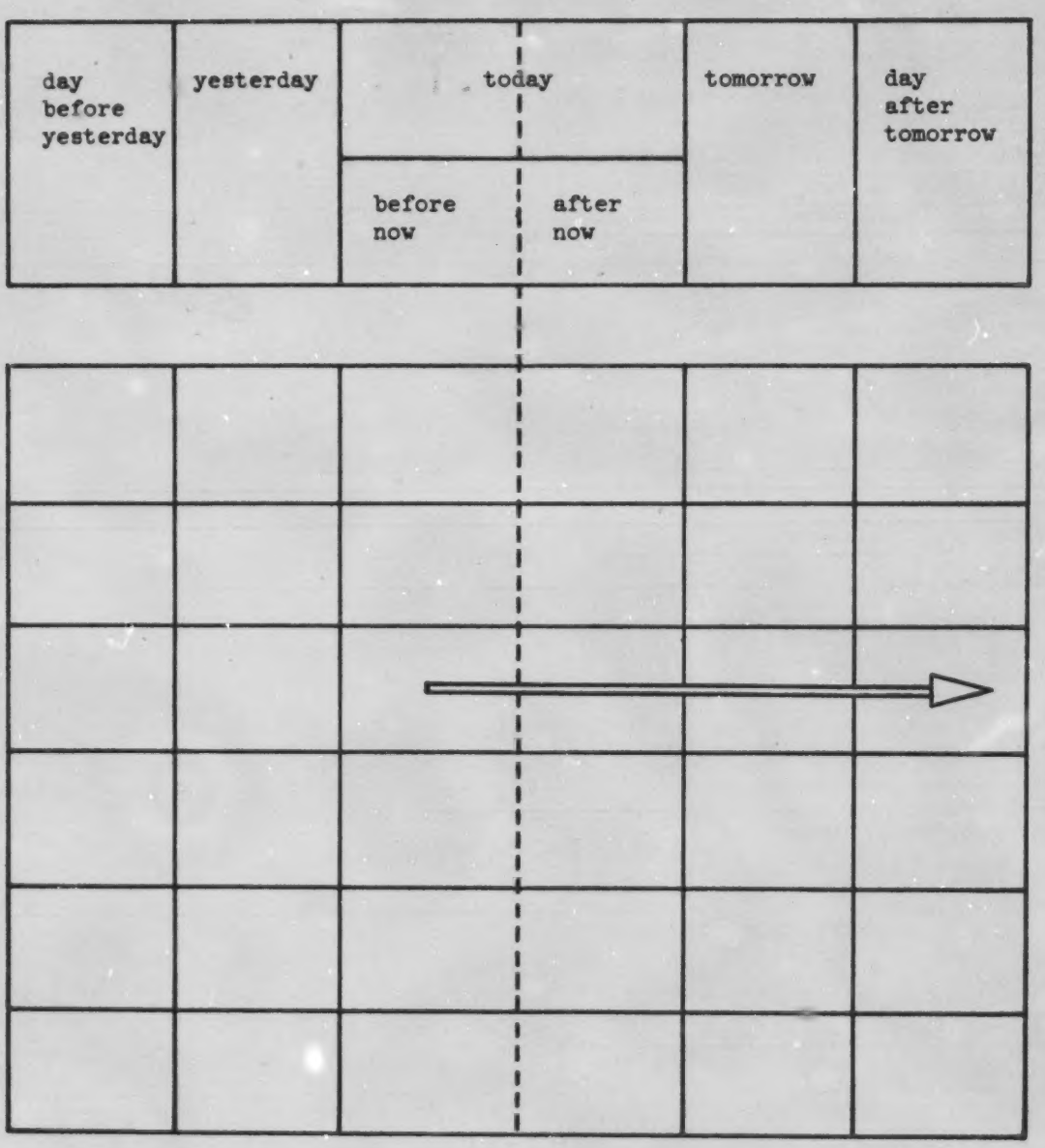
Wáng Yàozōng



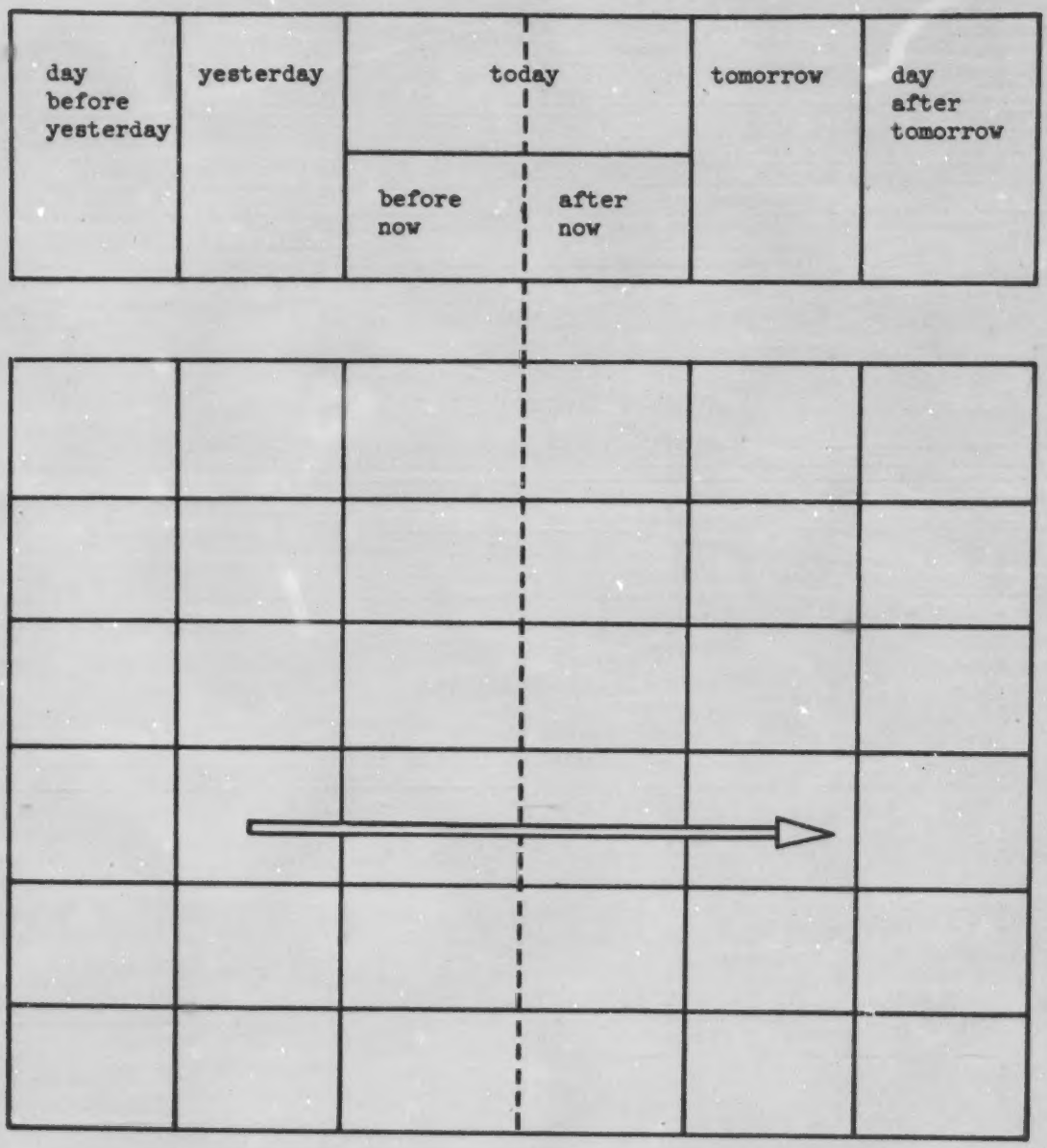
Wáng Yàozōng



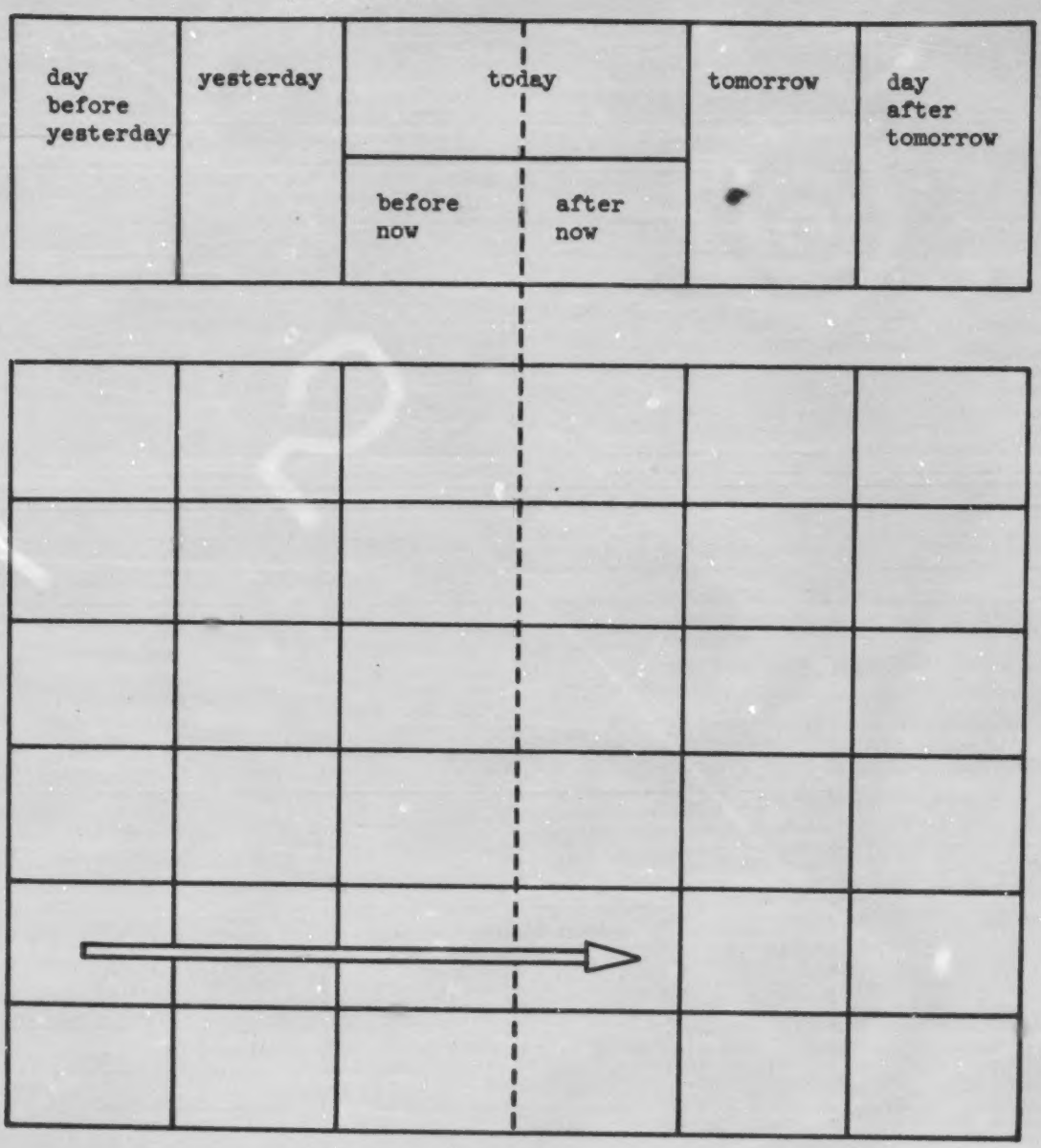
Wú Tiānxiáng



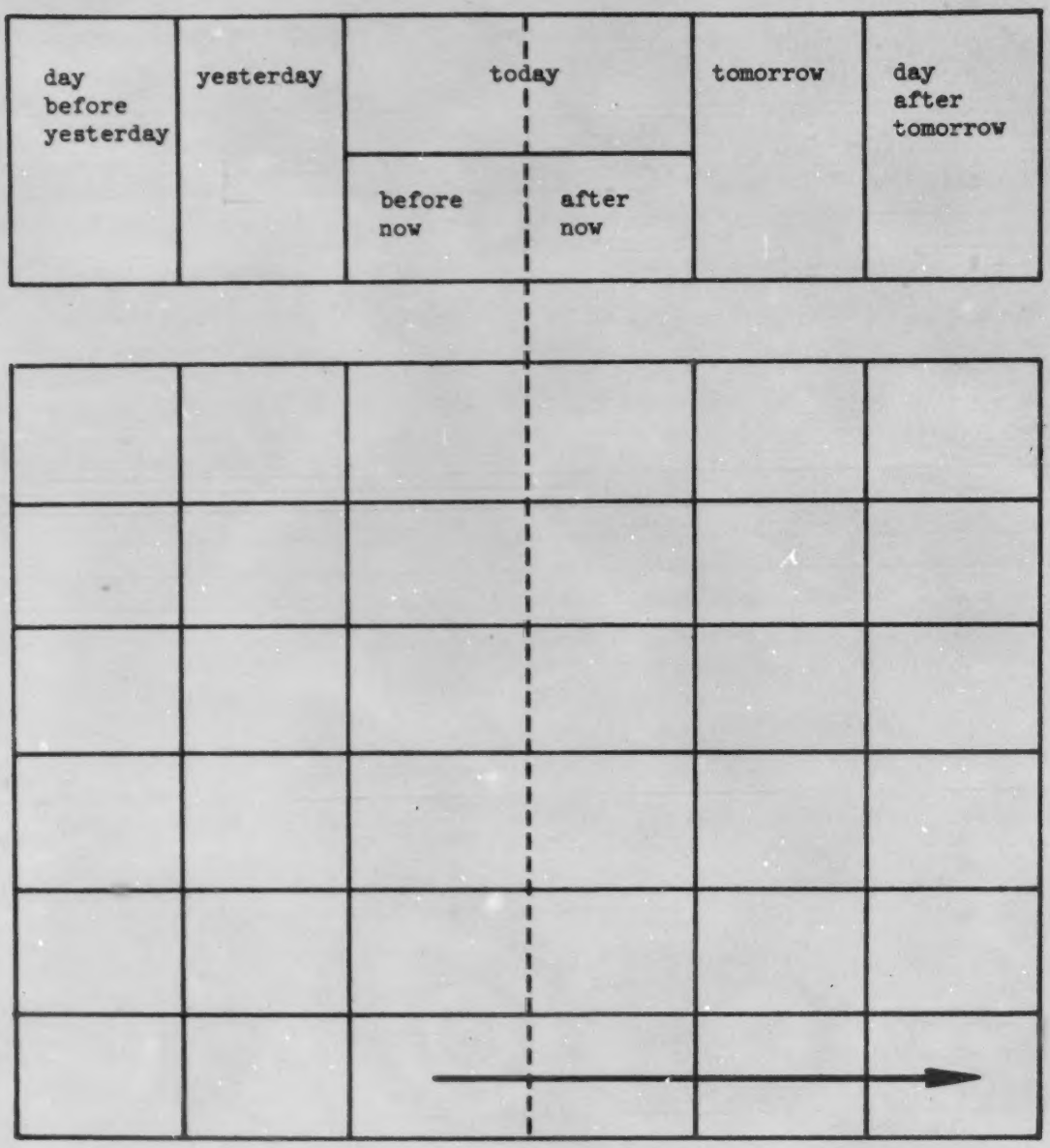
Zhào Shàohuá


day before yesterday
yesterday
today
before now
after now
tomorrow
day after tomorrow

LǏ Bǎoyí


day before yesterday
yesterday
today
before now
after now
tomorrow
day after tomorrow

Hé Bǐngān



Zhāng Guóhuá

UNIT 4 COMMUNICATION GAME B

INSTRUCTIONS:

Type: Matching

Situation: The setting is Taipei. Members of your family and of several other families have been invited to a large celebration. Some people have already arrived; some are scheduled to arrive; and some are unable to make it.

Goal: To find matches between your family and another player's in the days when certain kinds of relatives arrived or will arrive; for example, both having mothers arriving tomorrow.

Number of Players: Groups of four to six students.

Materials: A work sheet for each player. (See Sample Work Sheets, which follow.)

In the "family tree" on each work sheet, triangles and circles represent different kinds of relatives. You are the shaded figure.

Under each triangle and circle there is a row of boxes for each person in that category. The row of boxes represents

THE DAY BEFORE YESTERDAY	YESTERDAY	TODAY		TOMORROW	THE DAY AFTER TOMORROW
		BEFORE NOW	AFTER NOW		

An X in a box indicates the arrival day of that person. If there are no Xs in the boxes, the person is not coming.

Procedure: Mingle with other group members to exchange information.

When you find a match, point it out immediately, using yě. Record the name of your partner near the row of boxes, and draw an arrow from the name to the row of boxes.

Remember that you must find out WHETHER somebody has arrived or will arrive before you ask WHEN.

Example: You are Speaker 1.

S1: Nǐ jiāli yǒu shénme rén?
S2: Yǒu wǒ fùmǔ, wǒ tàitai, liǎngge nánháizi, liǎngge nǚháizi.
S1: Nǐ fùmǔ yǐjīng lái le ma?
S2: Wǒ mǔqin yǐjīng lái le. Wǒ fùqin hái méi lái.

S1: Nǐ mǔqin shi nèitiān láide?
S2: Tā shi zuótiān láide.
S1: Nǐ fùqin nèitiān lái?
S2: Tā míngtiān lái.
S1: Nǐ tàitai yǐjīng lái le ma?
S2: Tā lái le. Tā shi jīntiān láide.
S1: Wǒ tàitai yě shi jīntiān láide.

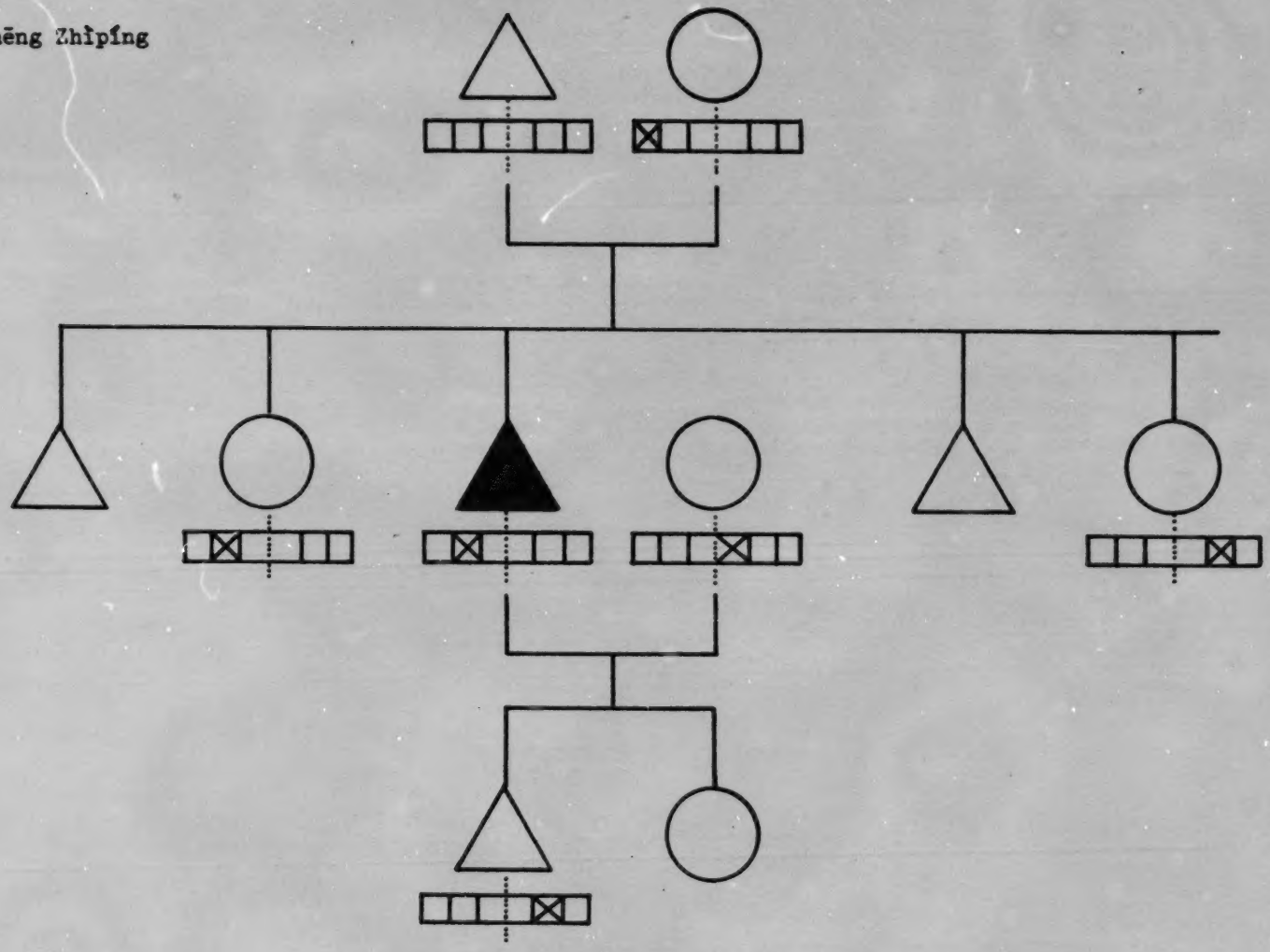
(Notice that when a match is found, S2 acknowledges it by saying "My wife ALSO came yesterday."

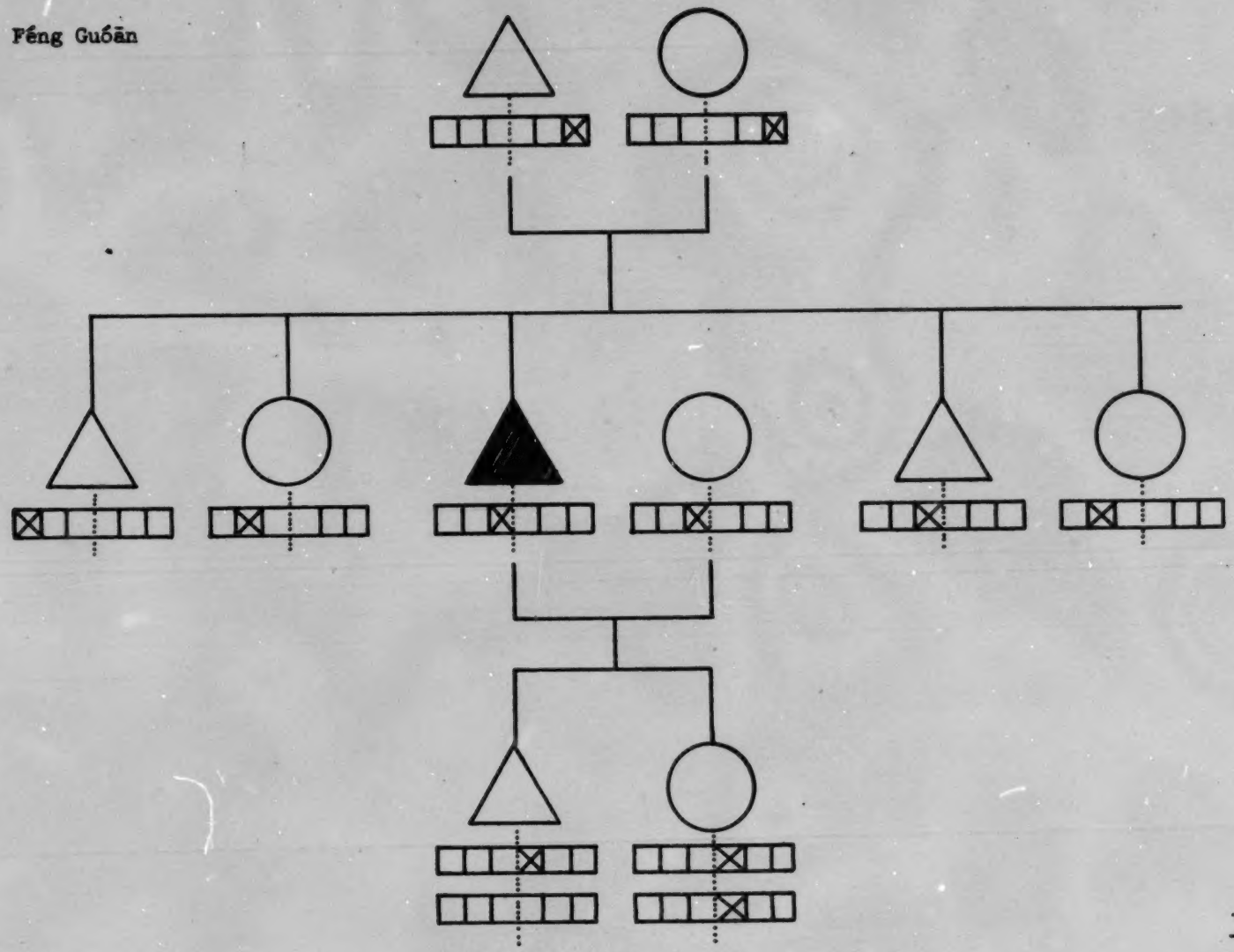
Practice Points: Everything in the unit. Review of relationship terms in Unit 3.

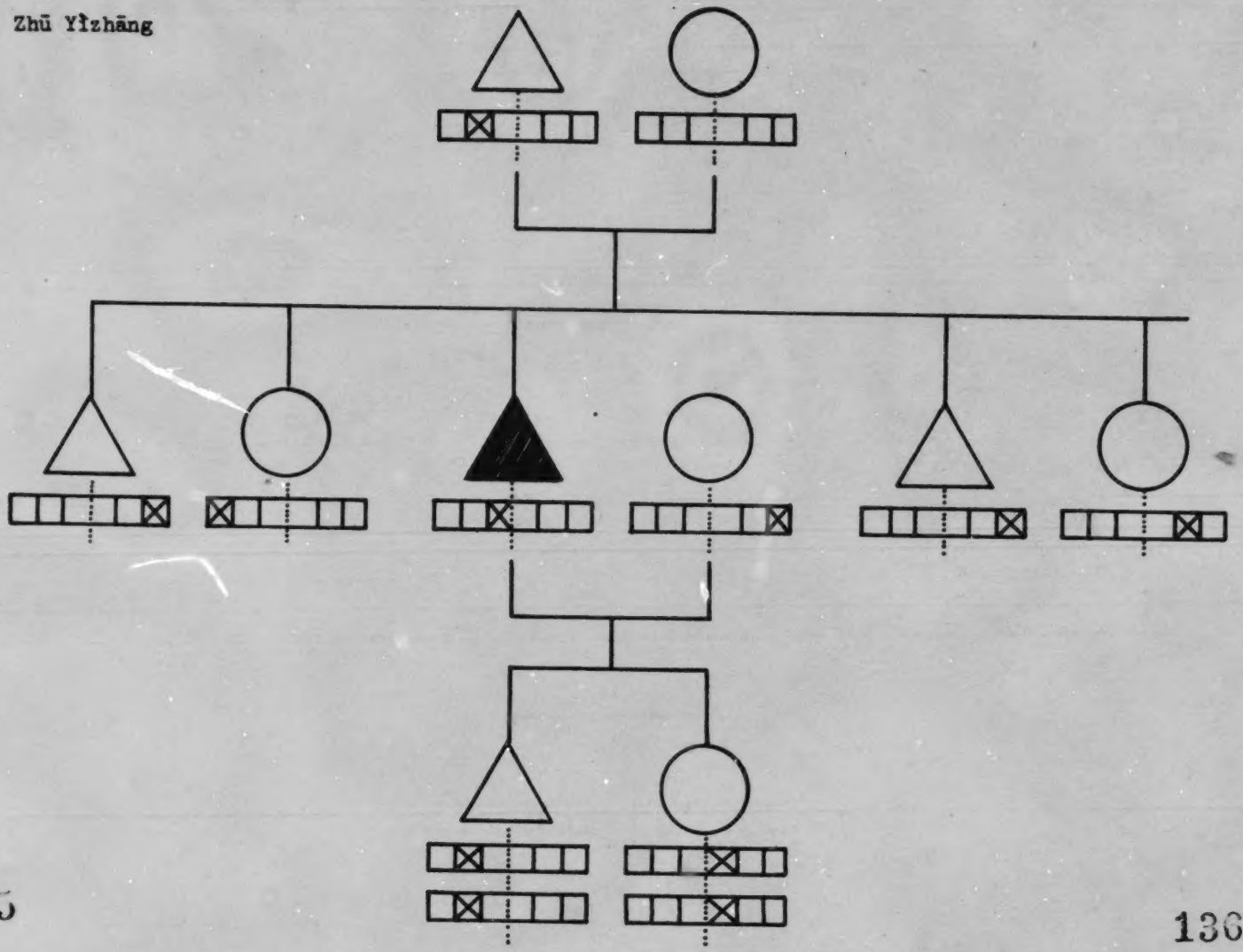
SAMPLE WORK SHEETS:

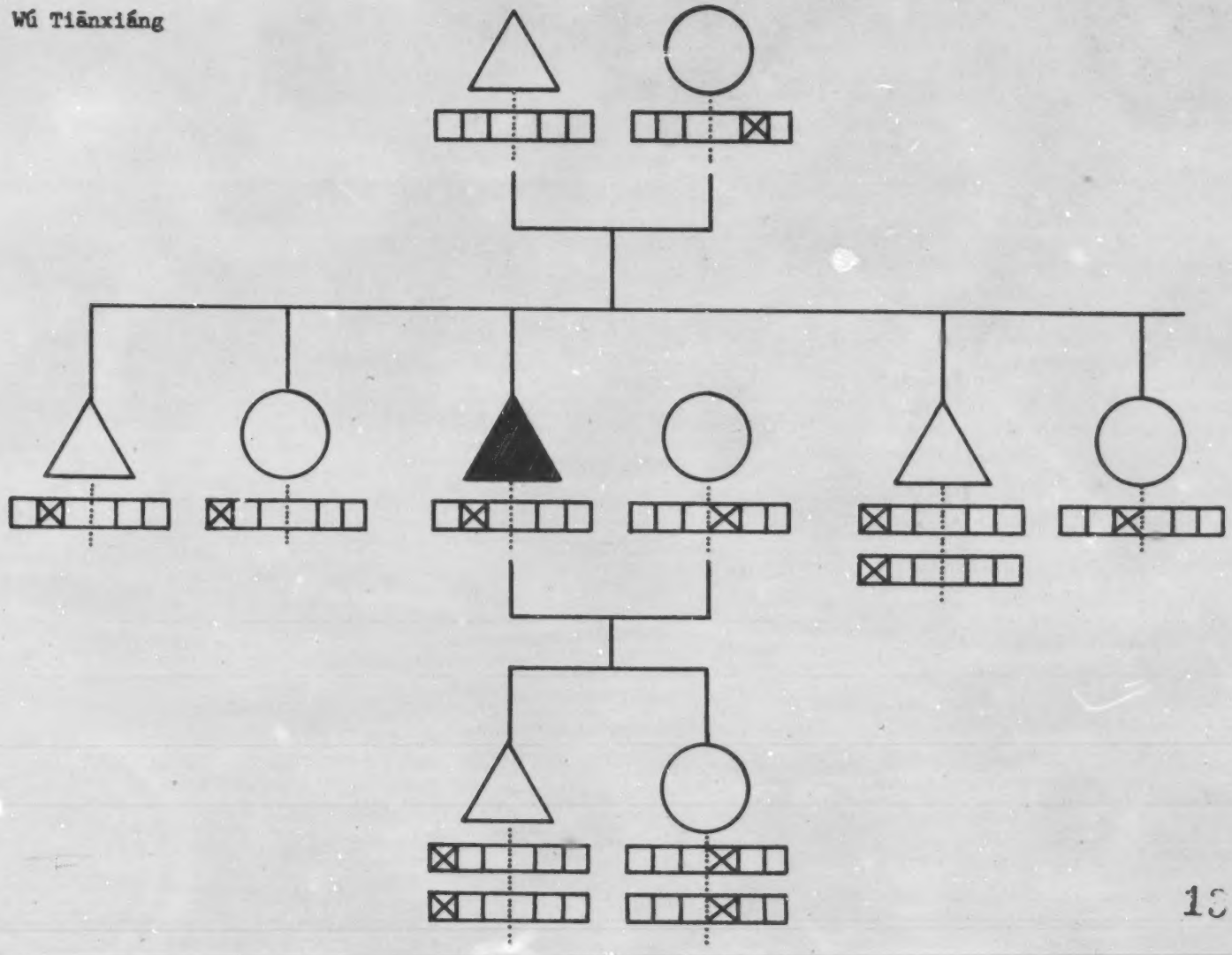
Mr. Mǎ Mínglǐ

Mr. Zhēng Zhìpíng

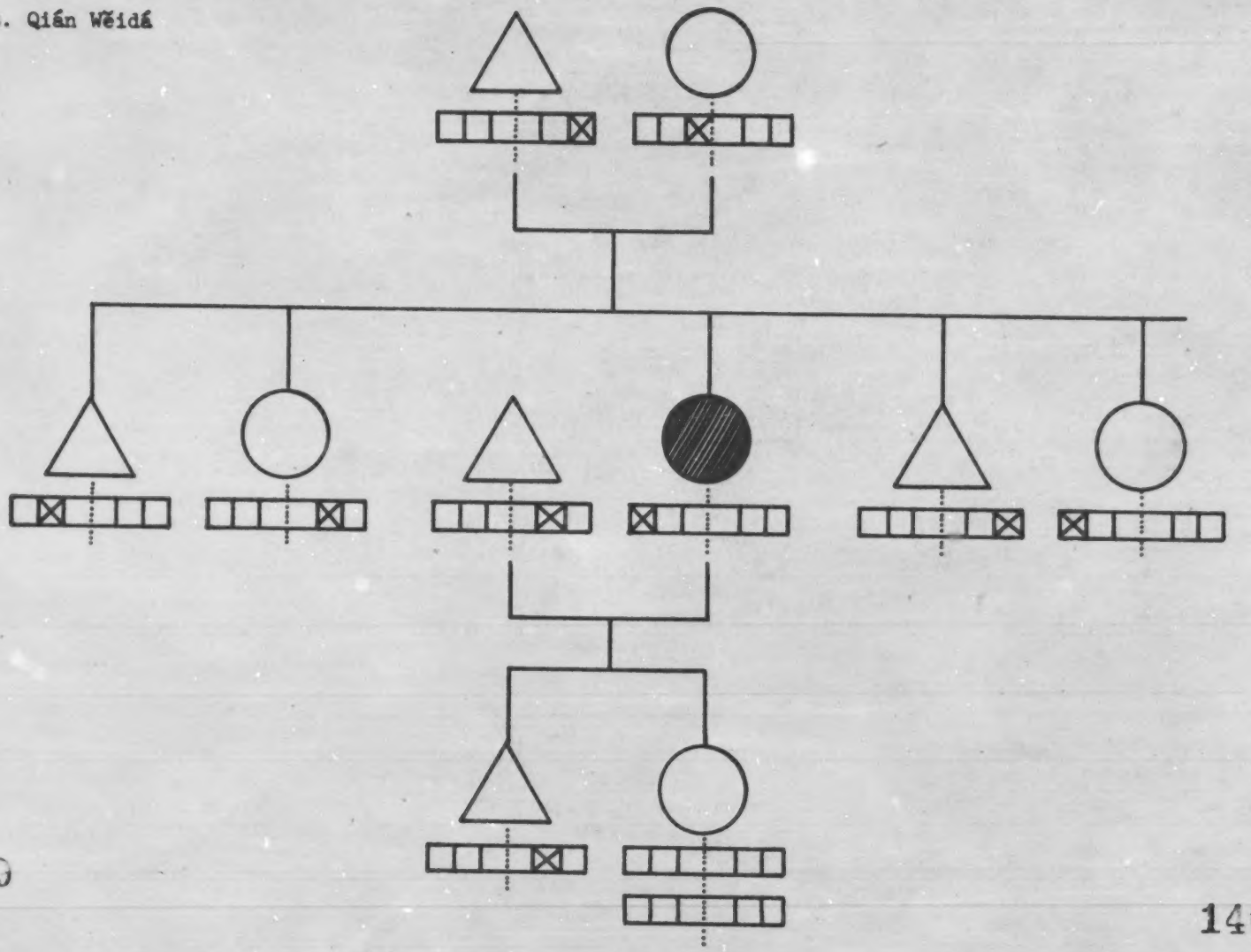




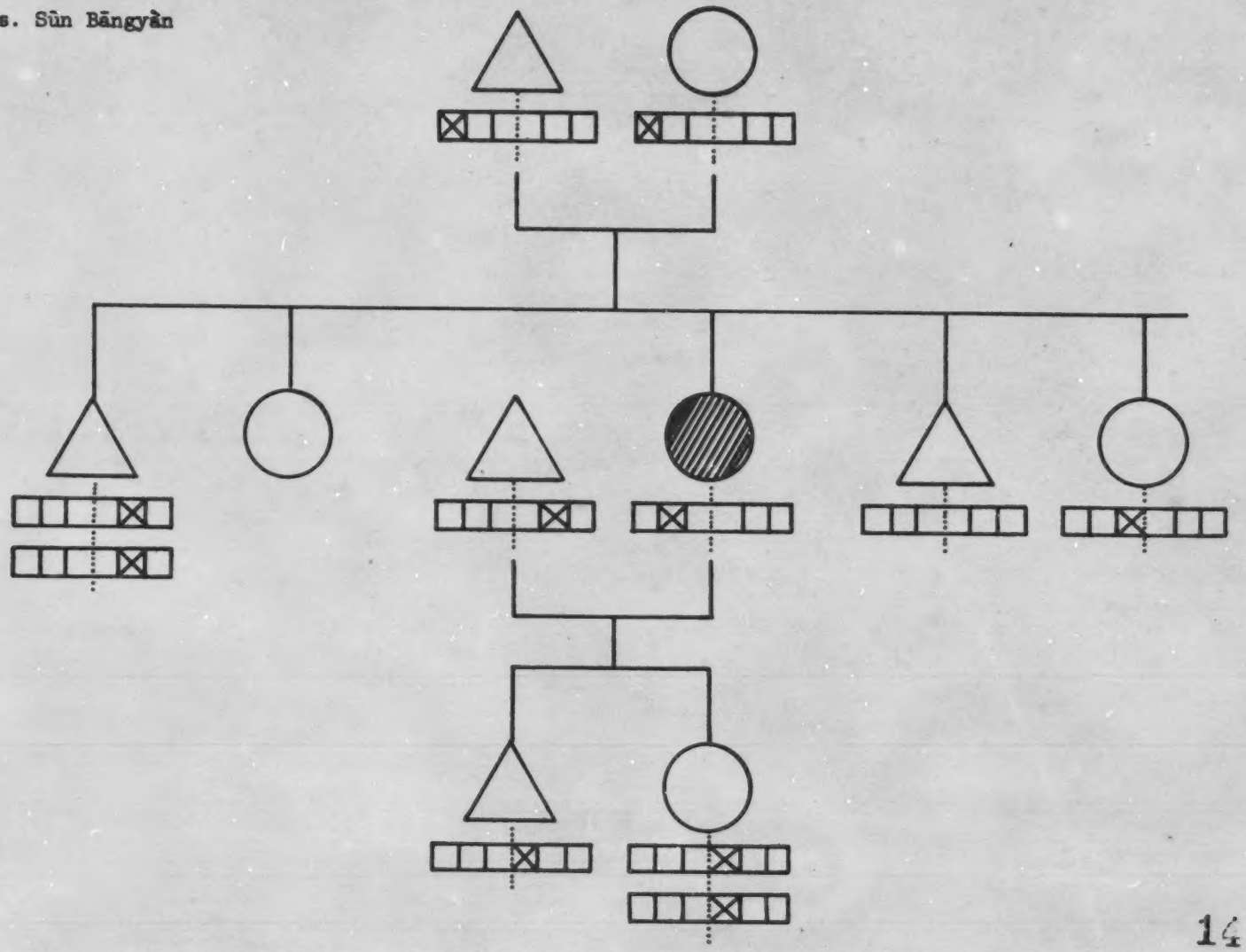




Mrs. Qián Wěidá



Mrs. Sūn Bāngyàn



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UNIT 5 C-2 WORKBOOK

EXERCISE 1

In this exercise you will work on your comprehension of dates (years).

An official is asking Comrade Jiāng the years of birth for the members of his family. Comrade Jiāng pauses after giving each date while the official writes it down. During each pause, write down the year in the appropriate blank below.

_____

Comrade Jiāng _____

his wife _____

his son _____

his daughter _____

his father _____

his mother _____

his older brother _____

his older sister _____

his younger brother _____

his younger sister _____

EXERCISE 2

A government official has a list of people who have recently arrived in Běijīng or are scheduled to arrive soon. He needs to know the year of arrival for each person. His assistant is giving him the information.

As you listen, check the appropriate column for each name.

The following new words are used in this exercise:

qùnián (last year)
jīnnián (this year)
míngnián (next year)

	LAST YEAR	THIS YEAR NOW	NEXT YEAR
Dòu Jiàndé			
Sūn Qīnglíng			
Hú Měilíng			
Gāo Tíngfēng			
Zhōu Shìmín			
Mǎ Wǎnrú			
Chén Yǒngpíng			
LǏ Déxián			
Yáng Huìrán			
Zhāng Tíngfēng			

EXERCISE 3

In this exercise you will work on your comprehension of the names of the months.

An official needs to know the months when various people arrived or will arrive in Běijīng and the months when they left or will leave. Again, an assistant is giving him the information.

Fill in the information for each person as you listen. Use A for "arrival" and D for "departure."

You will need to know the following expressions:

shàngge yuè	(last month)
zhèige yuè	(this month)
xiàge yuè	(next month)

	Jan	Feb	Mar	Apr	LAST MONTH (May)	THIS MONTH (Jun) NOW	NEXT MONTH (Jul)	Aug	Sep	Oct	Nov	Dec
Zhào Yìfāng												
Cài Shìyīng												
Huáng Yùzhēn												
Liú Défēn												
Liáng Dálǐ												
Máo Déxián												
Zhōu Zhìyuǎn												
Guó Zìqiáng												
Zhāng Shàowén												
Hán Zǐyàn												

EXERCISE 4

In this exercise you are listening for the day of the week and the day of the month. A hotel manager is asking a clerk about the day of arrival and the day of departure for various guests. Fill in the information for each person as you listen. Again, use A for "arrival" and D for "departure."

	18 F	19 S	20 S	21 M	(22) (T) DAY BEFORE YESTERDAY	(23) (W) YESTERDAY	(24) (Th) TODAY NOW	(25) (F) TOMORROW	(26) (S) DAY AFTER TOMORROW	27 S	28 M	29 T	30 W	31 Th
Sūn Zhènhàn														
LǏ Tíngfēng														
Bái Huìrán														
Shǐ Guóqiáng														
Gāo Bīngyíng														
Jiāng Shìyīng														
Wáng Défēn														
Ōuyáng Chéng														
Táng Shàowén														
Bāo Měilíng														

EXERCISE 5

In this exercise you will hear four people answer questions about the ages of family members. As you listen to their answers, note their ages and those of their relatives in the appropriate columns of the chart below.

You will hear the ages of adults asked in three different ways, two of them new.

duó dà le?

duó dà suìshu le?

duó dà niánji le?

Suìshu and niánji (both mean "years of age") may be used in asking the age of an adult, but not of a child. Nǐ duó dà le? may be asked of a child or young adult but is not usually considered respectful enough for an older person.

You will also hear sentences like this:

Wǒ fùqin bú zài le. (My father is no longer living.)

For the moment, just learn this as an idiomatic expression. It is explained in the instructions for Exercise 5 of the P-2 tape for this unit.

	SITUATION 1	SITUATION 2	SITUATION 3	SITUATION 4
SPEAKER				
WIFE				
HUSBAND				
SON				
SON				
DAUGHTER				
DAUGHTER				
FATHER				
MOTHER				
OLDER BROTHER				
OLDER SISTER				
YOUNGER BROTHER				
YOUNGER SISTER				

EXERCISE 6

For each item in this exercise, the speaker on tape will give the ages or birth dates for two brothers or two sisters. Then he will ask which of the two is the older (or younger) brother or sister.

You will hear each item twice. (If twice is not enough, you may, of course, rewind the tape and listen again.) Put a check mark in front of the correct response for each item.

---

1. ( ) Hú Měilíng ( ) Hú Měizhēn
2. ( ) Féng Guóān ( ) Féng Guóhuá
3. ( ) Jīn Guìzhī ( ) Jīn Guìróng
4. ( ) LǏ Bǎoyí ( ) LǏ Bǎohuá
5. ( ) Sūn Yàozǔ ( ) Sūn Yàozōng
6. ( ) Zhōu Ruìchāng ( ) Zhōu Ruìhuá
7. ( ) Wèi Xiùqín ( ) Wēi Xiùyīng
8. ( ) Táo Àilíng ( ) Táo Àilián

UNIT 5 P-2 WORKBOOK

EXERCISE 1

In this exercise you will practice giving dates in years.

A government official has a list of people. He knows only whether they have lived in Běijīng, are there now, or will come there. He needs to know the year each person came or is expected to come and the year each left or is expected to leave. As he reads each name from his list, an assistant gives the official the information from the records.

Display I represents the information in the records. An arrow indicates each person's stay in Běijīng.

Play the role of the assistant, using the display to give the official information about each person. Then listen to the assistant's response and repeat it.

"Last year," "this year," and "next year" are not normally referred to by number. Use the following words.

qǜnián	(last year)
jīnnián	(this year)
míngnián	(next year)

Example 1 (not on tape)

Tā shi Yījiǔqīwǔnián láide, shi jīnnián zǒude.
(He came in 1975 and left this year.)

Example 2 (not on tape)

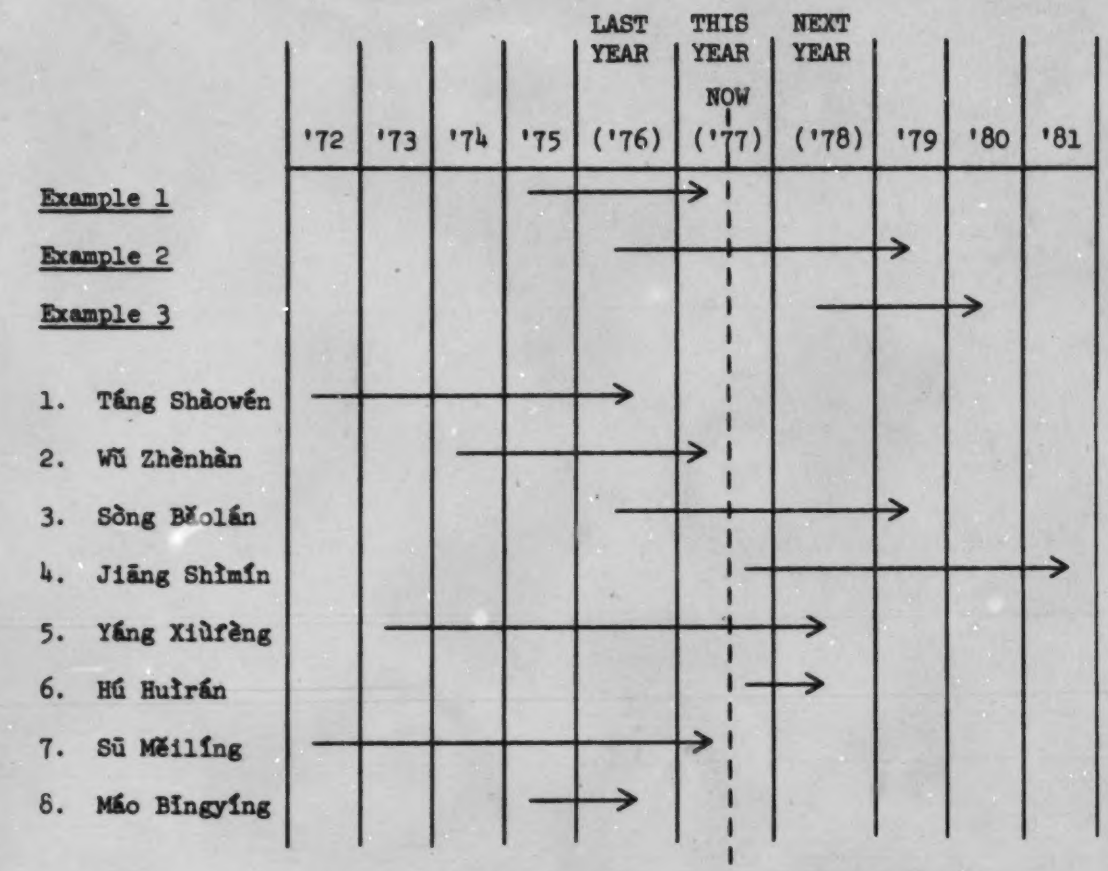
Tā shi qǜnián láide, Yījiǔqījiǔnián zǒu.
(He came last year and will leave in 1979.)

Example 3 (not on tape)

Tā míngnián lái, Yījiǔbālíngnián zǒu.
(He will come next year and will leave in 1980.)

The official knows whether or not a person has arrived or left. The only question is WHEN. Therefore his assistant uses the shi...de construction for completed action.

DISPLAY I


LAST YEAR
THIS YEAR
NOW
NEXT YEAR
'72
'73
'74
'75
('76)
('77)
('78)
'79
'80
'81
Example 1
Example 2
Example 3
1. Táng Shàowén
2. Wū Zhènhàn
3. Sòng Bǎolán
4. Jiāng Shìmín
5. Yáng Xiùfèng
6. Hú Huìrán
7. Sū Měilíng
8. Máo Bīngyíng

EXERCISE 2

In this exercise you will practice giving the names of the months.

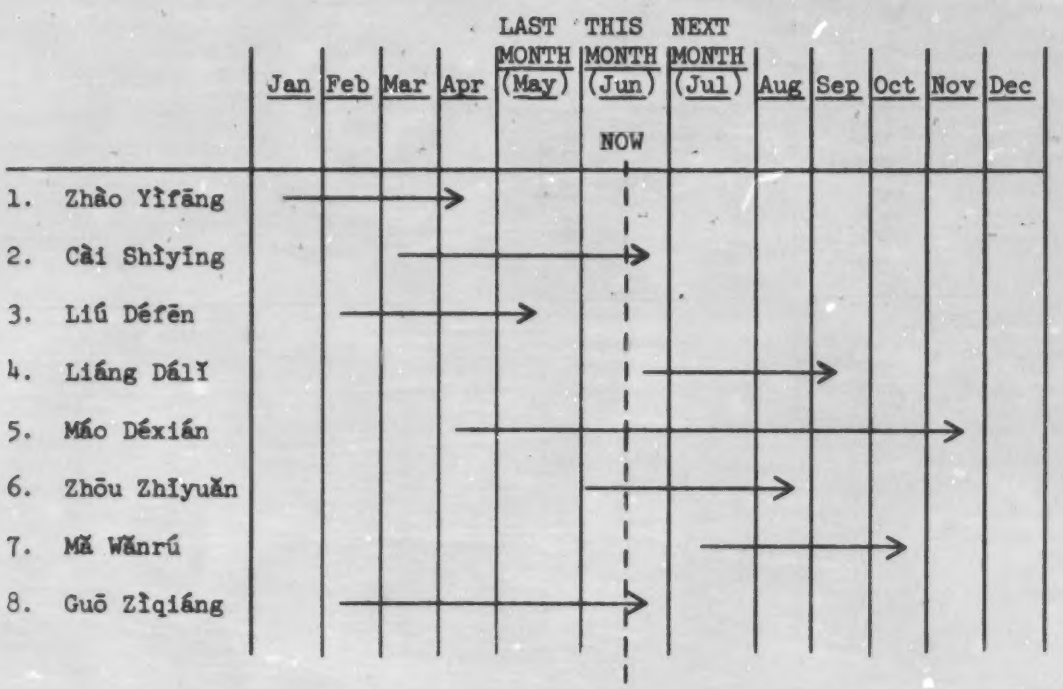
A government official has a list of people. He knows only whether they have lived in Běijīng, are there now, or will come there. He needs to know the month in which each person came or is expected to come and the month in which each left or is expected to leave.

As he reads each name from his list, you, his assistant, will give him the information from the records. Display II represents the information in the records. An arrow indicates each person's stay in Běijīng.

Instead of referring to the previous month, the present month, and the following month by name, use the following expressions:

shàngge yuè	(last month)
zhèige yuè	(this month)
xiàge yuè	(next month)

DISPLAY II



EXERCISE 3

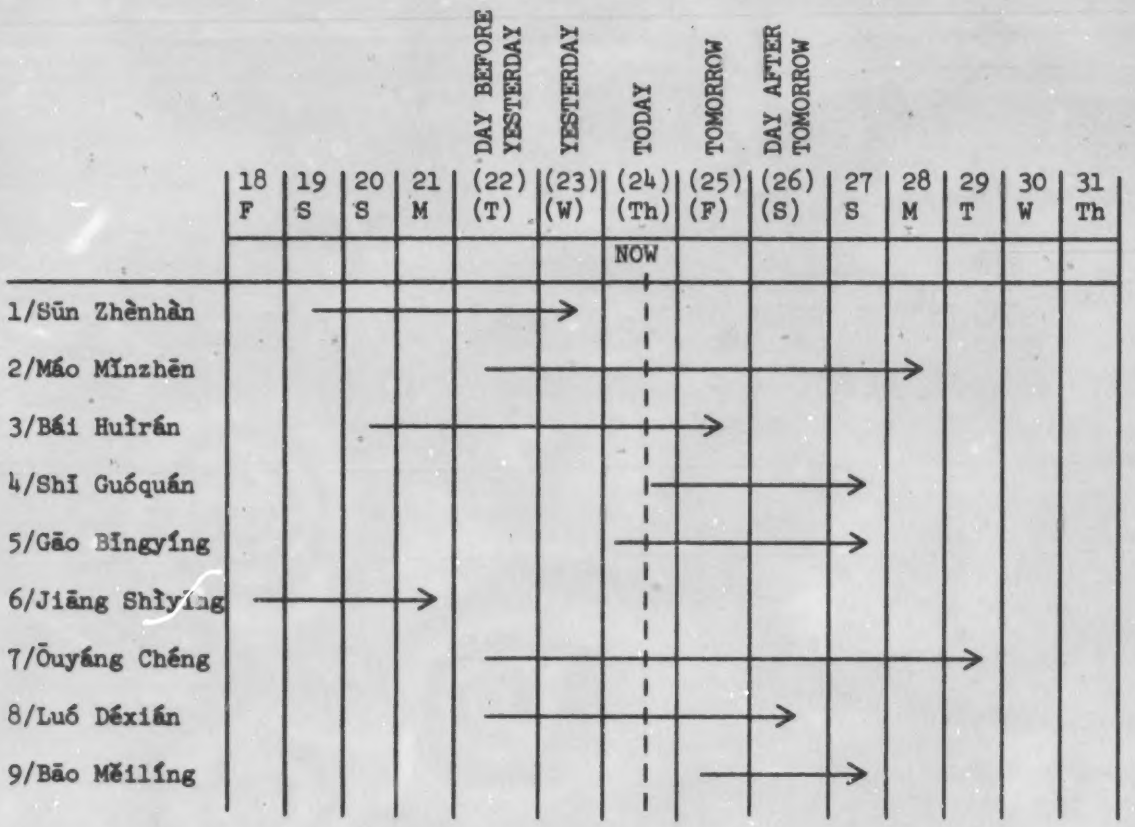
In this exercise your responses will include the days of the week and the days of the month.

A hotel manager is asking a clerk about the guests' arrival and departure dates. Display III presents the information available to the clerk.

Answer the questions before the clerk does; listen to his answers; and repeat them.

Be sure to use "the day before yesterday," "yesterday," "today," "tomorrow," and "the day after tomorrow" when talking about those dates.

DISPLAY III



EXERCISE 4

Your responses will include birthplaces and full birth dates.

A government official needs this information about several people. As he reads each name, his assistant first tells him that person's birthplace and then adds the full date of birth. (The information is in Display IV.)

After hearing each name, give that person's birthplace, listen to the assistant, and repeat her answer. Then give that person's full date of birth, listen to the assistant, and repeat her answer.

Example

Q: Sūn Ruìmíng ne?

A: Tā shi zài Shānxī shēngde.

Tā shi YĪjiǔsānwǔnián wǔyuè liùhào shēngde.

DISPLAY IV

NAME	PLACE OF BIRTH	DATE OF BIRTH
Sūn Ruìmíng	Shānxī	May 6, 1935
Wáng Méiróng	Hénan	September 28, 1934
Zhāng Hòurén	Héběi	November 7, 1941
Hé Guānghuá	Shāndōng	July 1, 1920
Zhū Xiùméi	Fújiàn	August 19, 1953

EXERCISE 5

In this exercise you will practice giving the ages of members of your family. Answer each question and repeat the confirmations.

Display V provides you with information needed to answer the questions. In each "family tree," you are the solid figure--triangle or circle. You have only one relative of each kind. The age of that relative is written next to the triangle or circle which represents him or her.

You will be asked the ages of adults in three different ways:

duō dà le?

duō dà suìshu le?

duō dà niánji le?

Questions containing suìshu and niánji are more respectful than the simple Nǐ duō dà le? Use the more polite questions when asking the age of a mature adult or an older person. For young adults and children, use Nǐ duō dà le? Answer all of these questions with a number plus the new-situation marker le.

If you are asked the age of a parent who is no longer living (indicated in the family trees by the absence of a triangle or circle in the appropriate place), answer

Wǒ fùqin/mǔqin bú zài le. (My father/mother is no longer living.)

First, look at zài in a simpler example:

Wǒ fùqin hái zài. (My father is still living.)

The verb zài (learned previously as "to be [somewhere]") has a second meaning: "to be here" "to be present" In the example above, this second meaning is extended to "to be alive." In other words, you may think of zài in this context as meaning "to be here [on earth]."

Next, look at the new-situation marker le in this simpler example:

Wǒmen yǒu yíge háizi le. (We have a child now.)

Without the marker le, this sentence would be simply information: "We have a child." With the marker le, this is news: "We have had a child (since you last heard)." This is a new situation from the listener's point of view.

Now, to return to bú zài le, we need only add that the situation described by a negative verb can be new.

Example

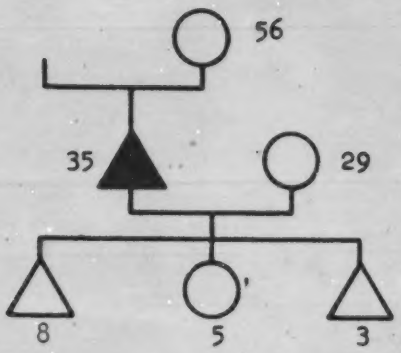
Q: Nǐ fùmǔ dōu duō dà niánji le? (How old are [both] your parents?)

A: Wǒ fùqin bú zài le, wǒ mǔqin wǔshí le. (My father is no longer living; my mother is fifty.)

The fact that the father is not living is a new situation from the listener's viewpoint, since his question assumed that both parents were still living.

DISPLAY V

1.



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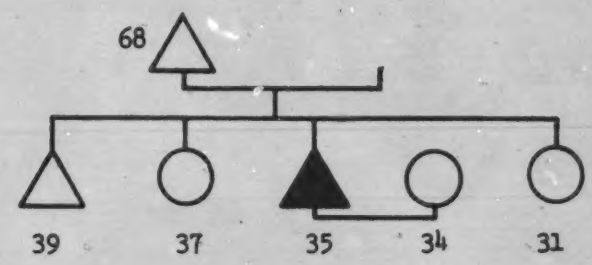
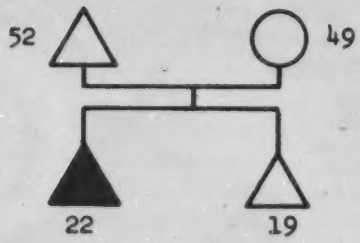


2.



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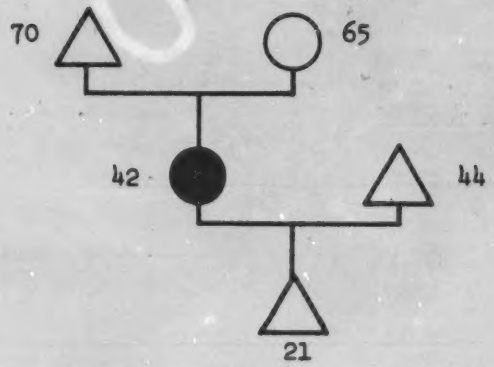

UNIT 5 COMMUNICATION GAME A

INSTRUCTIONS:

Type: World Record (Family Ages)

Situation: The setting is Běijīng. You are talking with three people about the ages of members of your families.

Goal: To find the family with the oldest relative of a certain kind. For example: "He has the oldest younger brother among the four of us."

Number of Players: Groups of four students.

Materials: A fact sheet for each player. (See Sample Fact Sheets, which follow.)

The ages of the members of your family are written under the appropriate triangles and circles on your "family tree." If no age is given, you have no such relatives. If more than one age is given, you have several relatives of that kind. (Notice that the ages are based on a "today" of December 31, 1980.)

The relative's date of birth is written beneath his or her age. If you have more than one such relative, only the birth date of the oldest is given.

Procedure: One player is the questioner. He tells the age (or ages) of the member (or members) of his family in one category--let's say the age of his younger brother. Then he asks the ages of the other players' younger brothers and announces the "winner": Tā yíng le, "He won."

In case of a tie in ages, compare the birth dates of the two relatives to determine the winner.

If you forget a player's answer, go back to him to check up on the age (or ages).

In the next round, a second questioner chooses another type of relative to ask about.

Example: You are Speaker 1, the questioner.

S1: Wǒ yǒu liǎngge nánháizi. Yíge liùsuì le, yíge sìsuì le. Nǐ yǒu nánháizi ma?

S2: Yǒu.
S1: Yǒu jǐge?
S2: Yǒu sānge.
S1: Tāmen dōu jǐsuì le?
S2: Yíge qīsuì le, yíge wǔsuì le, yíge sānsuì le.

S1: Nǐ yǒu nánháizi ma?
S3: Wǒ méiyou nánháizi.

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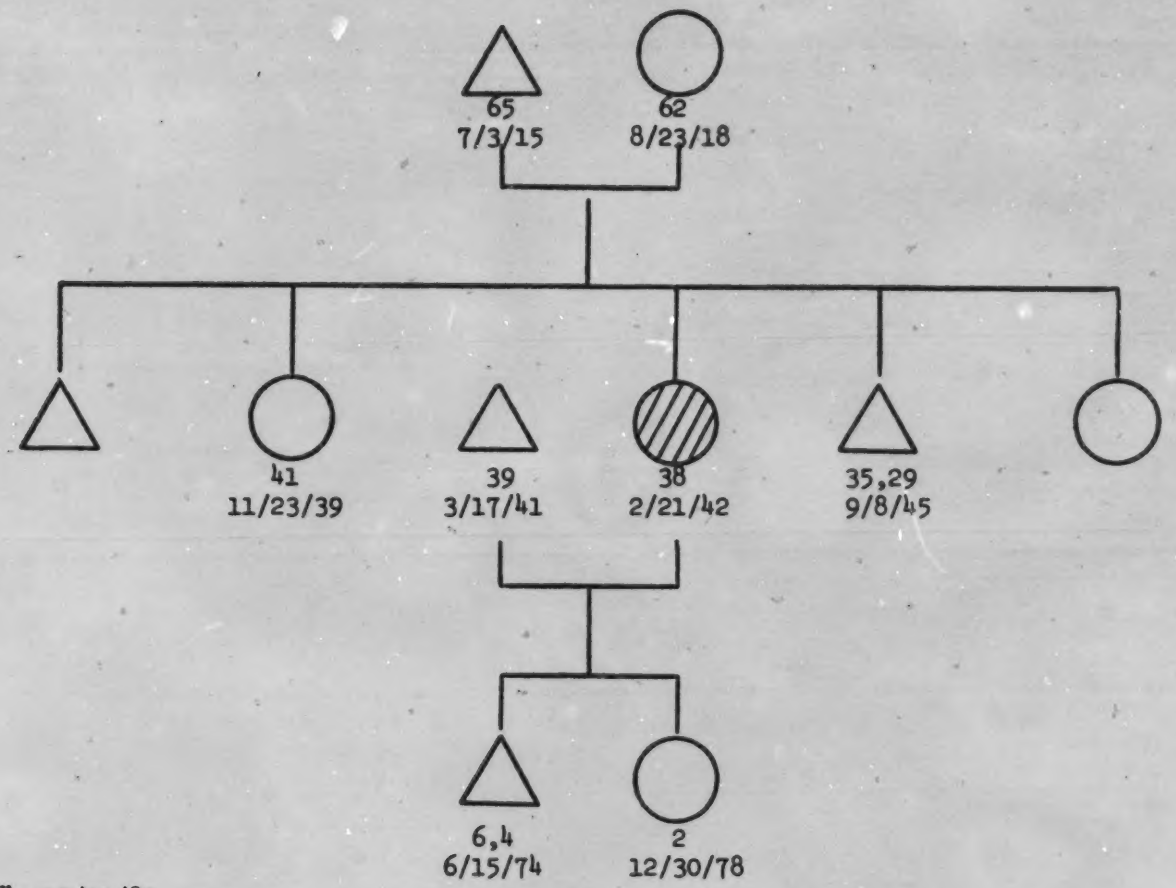
S1: NǏ yǒu nánháizi ma?
S4: Wǒ jiù yǒu yíge.
S1: Tā jǐsuì le?
S4: Tā bāsuì le.

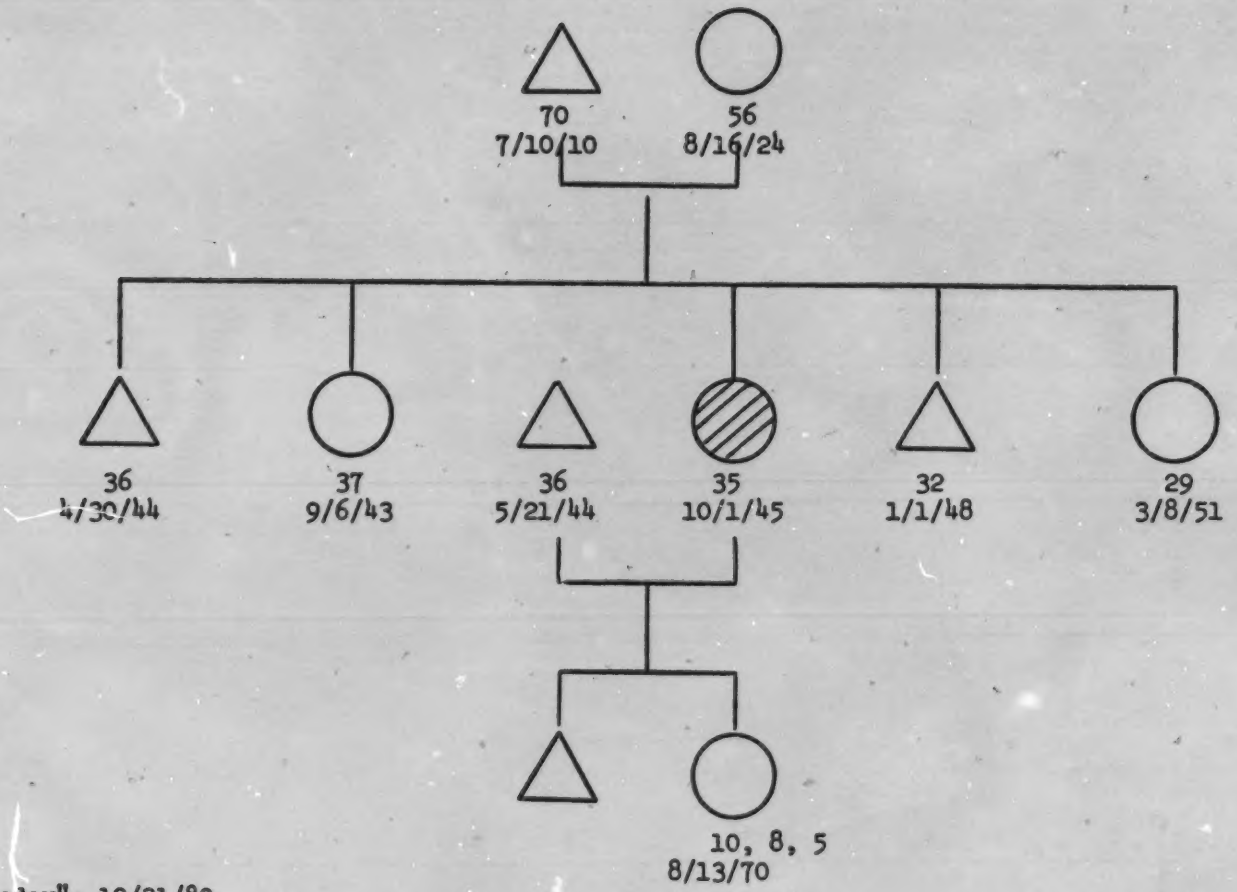
S1: Tā (pointing to S4) yíng le.

Practice Points: Ages, dates, review of relationship terms.

SAMPLE FACT SHEETS:

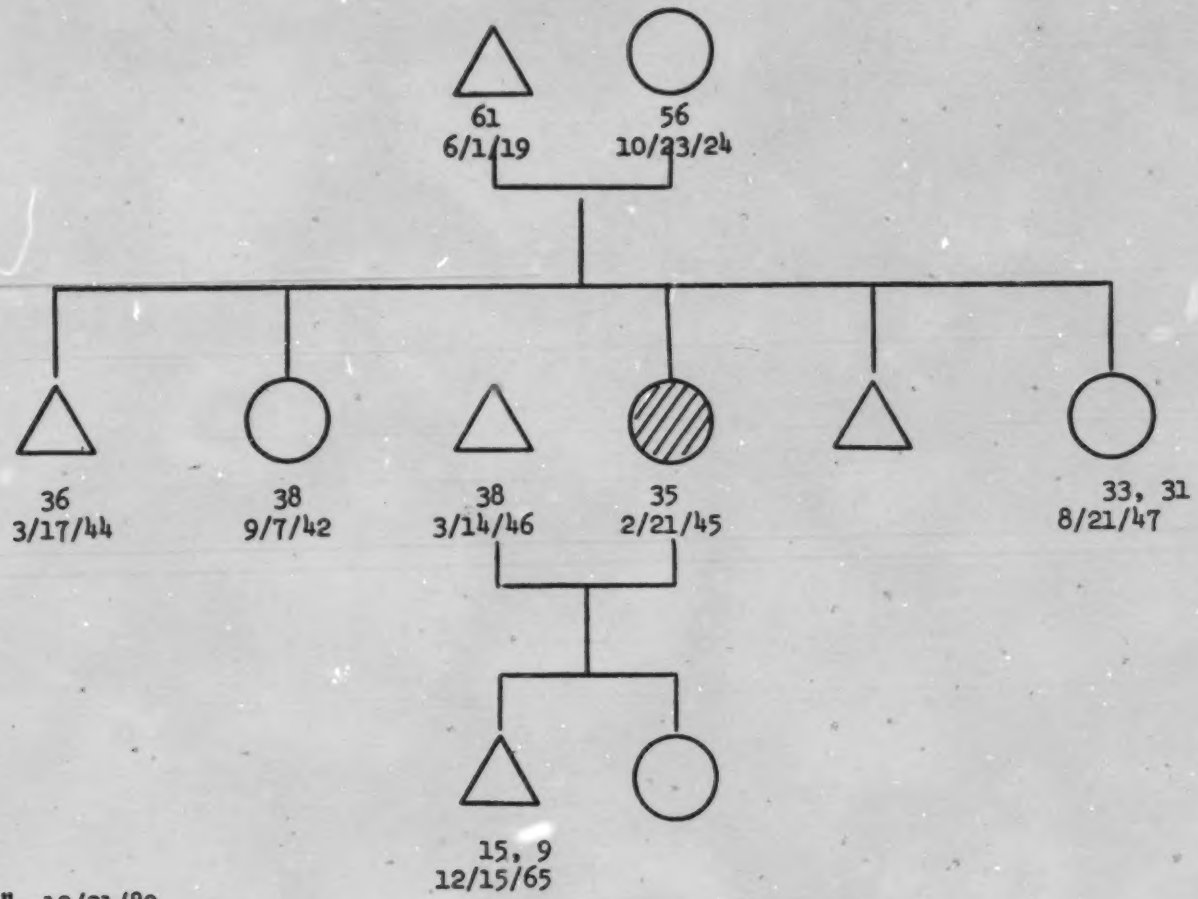


"today": 12/31/80



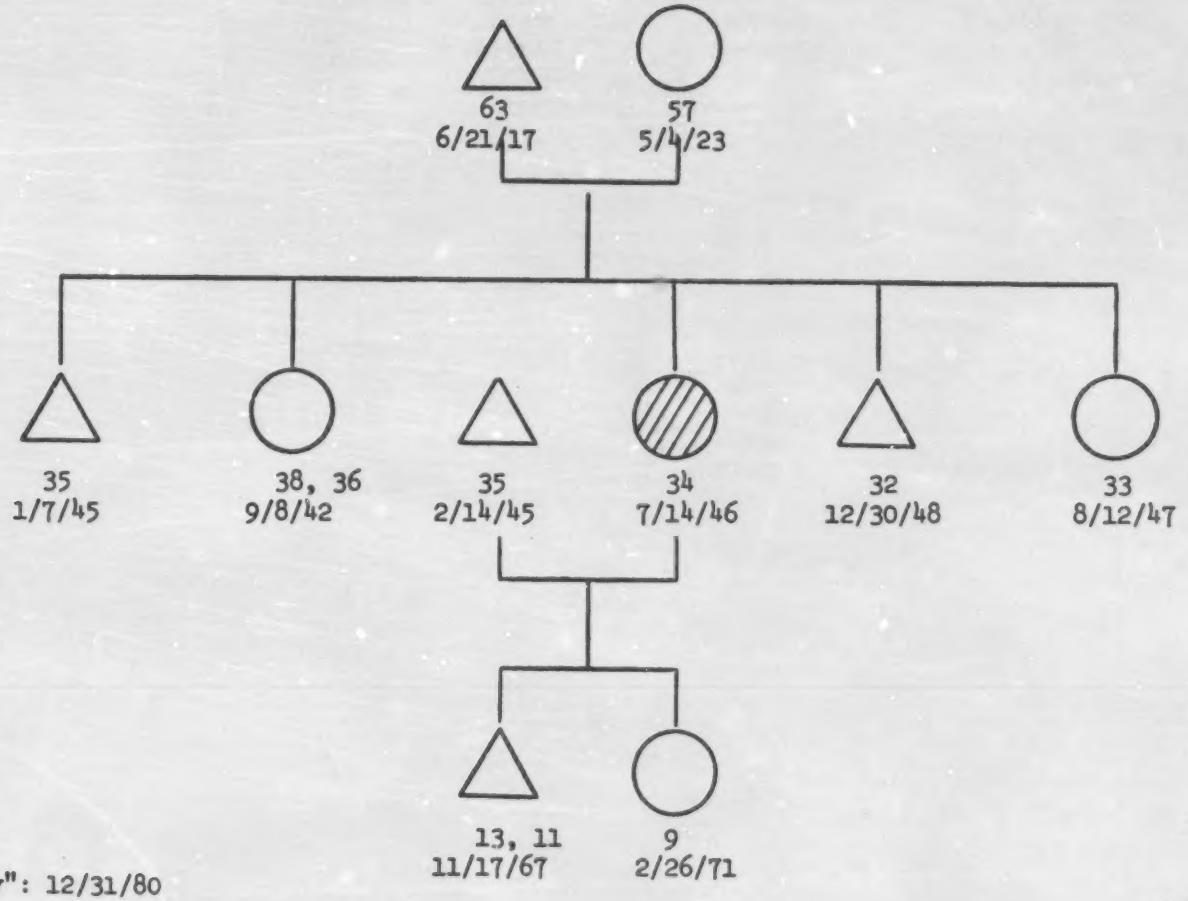
"today": 12/31/80

141

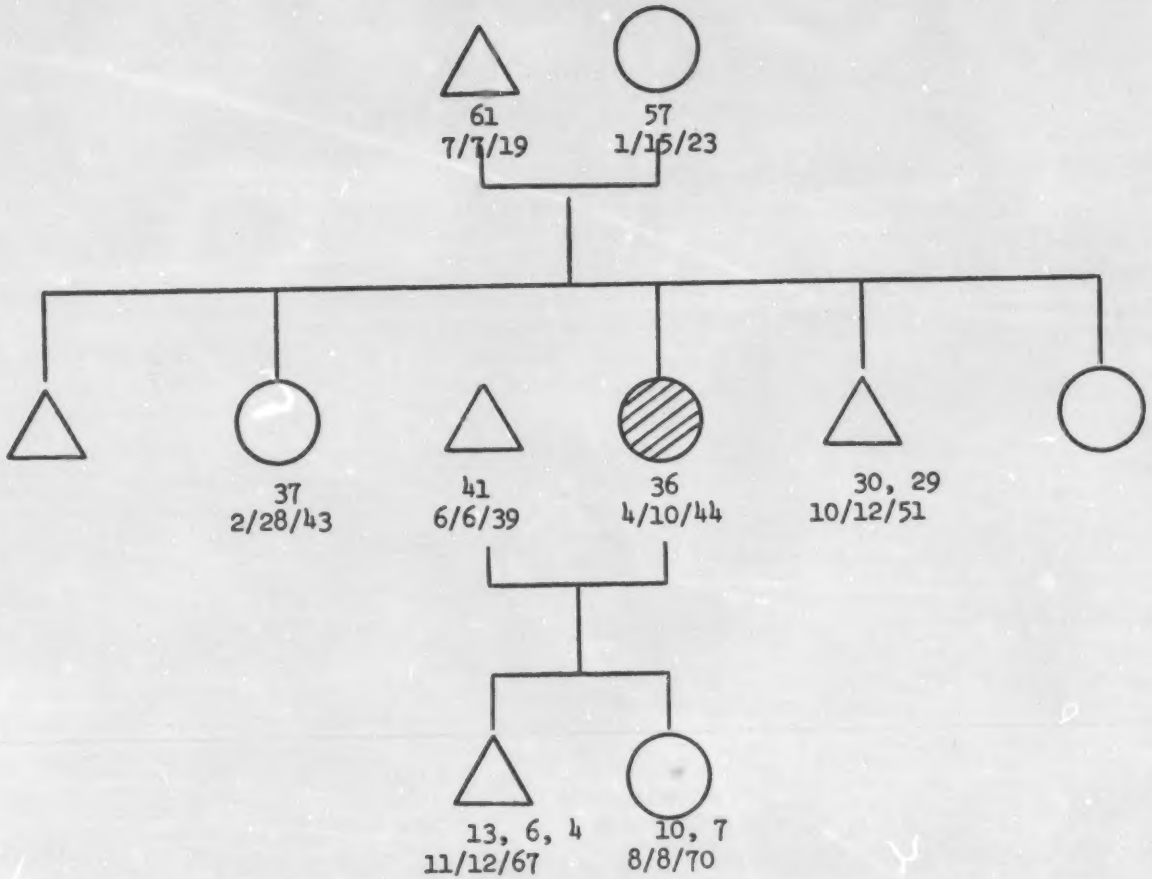


142

"today": 12/31/80



"today": 12/31/80



"today": 12/31/80

UNIT 5 COMMUNICATION GAME B

INSTRUCTIONS:

Type: Fact Gathering

Situation: The setting is Taipei. You meet several other Americans and talk about yourselves, your families, and your visits to China.

Goal: To gather facts (name, place and date of birth, date of arrival in Taiwan, whether family members came along, age of spouse, number of children, sex and age of children, expected length of stay in Taiwan) about the people you are talking with.

Number of Players: Groups of eight or fewer students.

Materials: A work sheet for each player. (See Sample Work Sheets, which follow.) Your name and information about you appear on your work sheet. (Note that "today" is March 29, 1978.)

Procedure: Mingle with the other players in your group to gather information. Record the information in the boxes on your work sheet.

Example: You are Speaker 1, questioning Speaker 2.

S1: Nín guìxìng?
S2: Wǒ xìng Bái.
S1: Nǐ shi zài náli shēngde?
S2: Wǒ shi zài Dézhōu shēngde.
S1: Nǐ shi nǎnián shēngde?
S2: Wǒ shi Yījiǔwǔlíngnián shēngde.
S1: Jǐyuè jǐhào?
S2: Sìyuè Shíjiǔhào.
S1: Nǐ shi shénme shíhou láide?
S2: Wǒ shi qùnián Bāyuè Shíwǔhào láide.
S1: Nǐ shi yíge rén láide ma?
S2: Bú shi, wǒ tàitai, háizi yě lái le.
S1: Nǐ tàitai duó dà le?
S2: Tā èrshiliù le.
S1: Nǐ yǒu jǐge háizi?
S2: Wǒ yǒu sānge.
S1: Shi nánháizi, shi nǚháizi?
S2: Yíge nánháizi, liǎngge nǚháizi.
S1: Tāmen dōu jǐsuì le?
S2: Nánháizi wǔsuì le. Nǚháizi yíge sānsuì le, yíge yísuì le.
S1: Nǐ xiǎng shénme shíhou zǒu?
S2: Wǒ xiǎng hòunián zǒu.

Naturally, Speaker 2 would ask you a question after answering each of your questions.

Additional Notes: If someone asks about your husband or wife and you have none, answer Wǒ méi jiéhūn, "I'm not married."

For this game you need to know the word xiǎng, "would like to," "to want to."

Practice Points: Everything in units 1-5 of Module 2.

SAMPLE WORK SHEETS:

Name (Surname):	Wáng							
Place of Birth (State):	Niǔ Yuē							
Date of Birth:	7/3/30							
Date of Arrival:	9/9/77							
Accompanied by Spouse?	yes							
Age of Spouse:	39							
Accompanied by Children?	yes							
Ages of Children	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
son:	11							
son:								
son:								
daughter:	9							
daughter:								
daughter:								
Date of Departure: "today": 3/29/78	3/31/78							

Name (Surname):	Fāng							
Place of Birth (State):	Bīnzhōu							
Date of Birth:	12/10/38							
Date of Arrival:	6/5/73							
Accompanied by Spouse?	yes							
Age of Spouse:	31							
Accompanied by Children?	yes							
Ages of Children	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
son:	8							
son:	4							
son:								
daughter:	6							
daughter:								
daughter:								
Date of Departure: "today": 3/29/78	3/30/78							

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Name (Surname):	Zhōu						
Place of Birth (State):	Dézhōu						
Date of Birth:	6/25/53						
Date of Arrival:	10/10/76						
Accompanied by Spouse?	yes						
Age of Spouse:	26						
Accompanied by Children?	yes						
Ages of Children	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
son:	4						
son:							
son:							
daughter:	2						
daughter:	2						
daughter:							
Date of Departure: "today": 3/29/78	?/?/80						

Name (Surname):			Lín					
Place of Birth (State):			Mázhōu					
Date of Birth:			12/7/44					
Date of Arrival:			3/28/78					
Accompanied by Spouse?			no					
Age of Spouse:			25					
Accompanied by Children?			no					
Ages of Children	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
son:			2					
son:								
son:								
daughter:			1					
daughter:								
daughter:								
Date of Departure: "today": 3/29/78			9/28/78					

Name (Surname):				Zhào				
Place of Birth (State):				Jiāzhōu				
Date of Birth:				7/14/31				
Date of Arrival:				3/28/78				
Accompanied by Spouse?				no				
Age of Spouse:				21				
Accompanied by Children?				no				
Ages of Children	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
son:								
son:								
son:								
daughter:				1				
daughter:								
daughter:								
Date of Departure: "today": 3/29/78				3/30/78				

Name (Surname):					Máo			
Place of Birth (State):					Niǔ Yuē			
Date of Birth:					2/17/22			
Date of Arrival:					8/2/63			
Accompanied by Spouse?					yes			
Age of Spouse:					49			
Accompanied by Children?					none			
Ages of Children	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
son:								
son:								
son:								
daughter:								
daughter:								
daughter:								
Date of Departure: "today": 3/29/78					never			

Name (Surname):						Biàn		
Place of Birth (State):						Bīnzhōu		
Date of Birth:						9/6/33		
Date of Arrival:						1/1/71		
Accompanied by Spouse?						none		
Age of Spouse:								
Accompanied by Children?								
Ages of Children	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
son:								
son:								
son:								
daughter:								
daughter:								
daughter:								
Date of Departure:						?		

"today": 3/29/78

Name (Surname):							Ān	
Place of Birth (State):							Mǎzhōu	
Date of Birth:							5/13/45	
Date of Arrival:							1/31/75	
Accompanied by Spouse?							yes	
Age of Spouse:							28	
Accompanied by Children?							yes	
Ages of Children	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
son:							2	
son:								
son:								
daughter:							7	
daughter:							5	
daughter:								
Date of Departure: "today": 3/29/78							4/19/78	

Name (Surname):								SI
Place of Birth (State):								Niǔ Yuē
Date of Birth:								10/15/52
Date of Arrival:								2/29/75
Accompanied by Spouse?								yes
Age of Spouse:								24
Accompanied by Children?								yes
Ages of Children	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
son:								3
son:								
son:								
daughter:								2
daughter:								
daughter:								
Date of Departure:								2/?/79

"today": 3/29/78

UNIT 6 C-2 WORKBOOK

EXERCISE 1

In this exercise you will work on your comprehension of duration expressions (years, months, weeks, and days). You must also listen for the new-situation marker le, which indicates a duration continuing up to the present time.

An official who is responsible for foreign visitors to Taiwan needs to know approximately how much time certain Americans have spent in Taiwan and whether they are still there. You will hear a clerk giving to the official information about these Americans from the records. Record the information about each person in the chart on the next page by putting a number and a check mark in appropriate boxes.

Example 1 (not on tape)

John Smith zhùle liǎngnián le. (John Smith has stayed here for two years [so far].)

In this case, you would write 2 under "years" and check "still here."

Example 2 (not on tape)

Mary Jones zhùle liǎngge yuè. (Mary Jones stayed here for two months.)

In this case, you would write 2 under "months" and check "no longer here."

NAME	YEARS	MONTHS	WEEKS	DAYS	STILL HERE	NO LONGER HERE
Mr. John Henderson						
Mr. Martin Adams						
Miss Ivy Fein						
Mr. Henry Long						
Miss Margaret Jones						
Mr. Ray Williams						
Mr. Art McDonald						
Mr. Bruce Baker						
Mr. Alvin O'Neil						
Miss Elsa Ericson						
Mr. Robert Johnson						
Mr. Thomas Murphy						
Mr. Paul Peters						
Miss Eileen Lee						
Mr. Sam Carpenter						
Mr. Gregory Black						

EXERCISE 2

This exercise gives you practice in distinguishing time-when phrases from duration phrases--specifically, in distinguishing dates in months from durations in months.

An official needs to know in what months of the next year certain foreign visitors are arriving and for how long certain others will be staying. You will hear his assistant giving the information to the official. Record this information in the chart below. For each person, you will either check off the month of his arrival or enter the number of months he plans to stay.

Example 1 (not on tape)

TIME WHEN John Smith Èryūe lái. (John Smith is coming in February.)

Example 2 (not on tape)

DURATION Mary Jones lái liǎngge yuè. (Mary Smith is coming for two months.)

NAME	DATE OF ARRIVAL												NO. OF MONTHS
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	
Mr. Kevin Landon													
Mr. Art Steinberg													
Miss Susan Bruce													
Mrs. Dorothy Bruce													
Mr. Fred Jackson													
Miss Lucy Kilmer													
Mr. Alfred Johnson													
Mr. Wilbur Smith													
Mrs. Marilyn Roberts													
Mr. John Lopez													

EXERCISE 3

In this exercise you are listening in on a conversation in Taipei between John White (Bái Yüēhàn) and an old friend, Mrs. LǏ Shìmíng. They have not seen each other for more than a year.

You will hear the conversation three times. As you listen to it for the third time, answer the questions below.

QUESTIONS

1. How long has Mr. White been in Taipei on this visit? _____
2. How long is he planning to stay at the Huáyüán Hotel? _____
3. How long had he lived in Taipei previously? _____
4. How long does he plan to stay in Taiwan? _____

EXERCISE 4

In this exercise you are listening in on a conversation in Taipei between an American and a Chinese who have just met. Some nonessential parts of the conversation may be over your head.

You will hear the conversation three times. As you listen to it for the third time, answer the questions below.

QUESTIONS

1. How long ago did Mr. Johnson arrive? _____
2. On his previous visit, how long did he live in Taipei? _____
3. How long did he spend in Taichung? _____
4. How long did he spend in Riyue Tan? _____
5. How long did he spend in Tainan? _____
6. How long did he spend in Kaohsiung? _____
7. How long had his friend in Kaohsiung lived there? _____
8. How long is he planning to stay in Taiwan? _____
9. How long has Mr. Johnson been married? _____

UNIT 6 P-2 WORKBOOK

EXERCISE 1

This exercise gives you practice in giving durations (months and years) and in distinguishing between completed durations, durations continuing to the present, and durations in the future.

An official in Taipei, who is responsible for foreign visitors, needs to know how long certain Americans have stayed in Taiwan or are planning to stay. As he reads each name from his list (in English pronunciation), a clerk gives him information from the records.

The information available to the clerk is shown in Display I. Notice that the vertical lines mark off periods of two months. A horizontal arrow shows the duration of each person's stay.

Take the part of the clerk. As each name is read, tell the official, in Chinese, the length of the American's stay in Taiwan. Next, you will hear the clerk give the same information. Then repeat after him. If the person has stayed some time and is planning to stay on, first say how long he has stayed to date (and repeat after clerk), and then say how much longer he plans to stay (and repeat after clerk). (See Example 2, below.)

Example 1

TAPE: Mr. John Smith

YOU: Tā zhùle yìnián. (He stayed one year [and is no longer here].)

[Repeat confirmation.]

Example 2

TAPE: Mr. Charles Brown

YOU: Tā zhùle yìnián le. (He has stayed one year [to date].)

[Repeat confirmation.]

Tā hái xiǎng zhù yìnián. (He is planning to stay one year more.)

[Repeat confirmation.]

Example 3

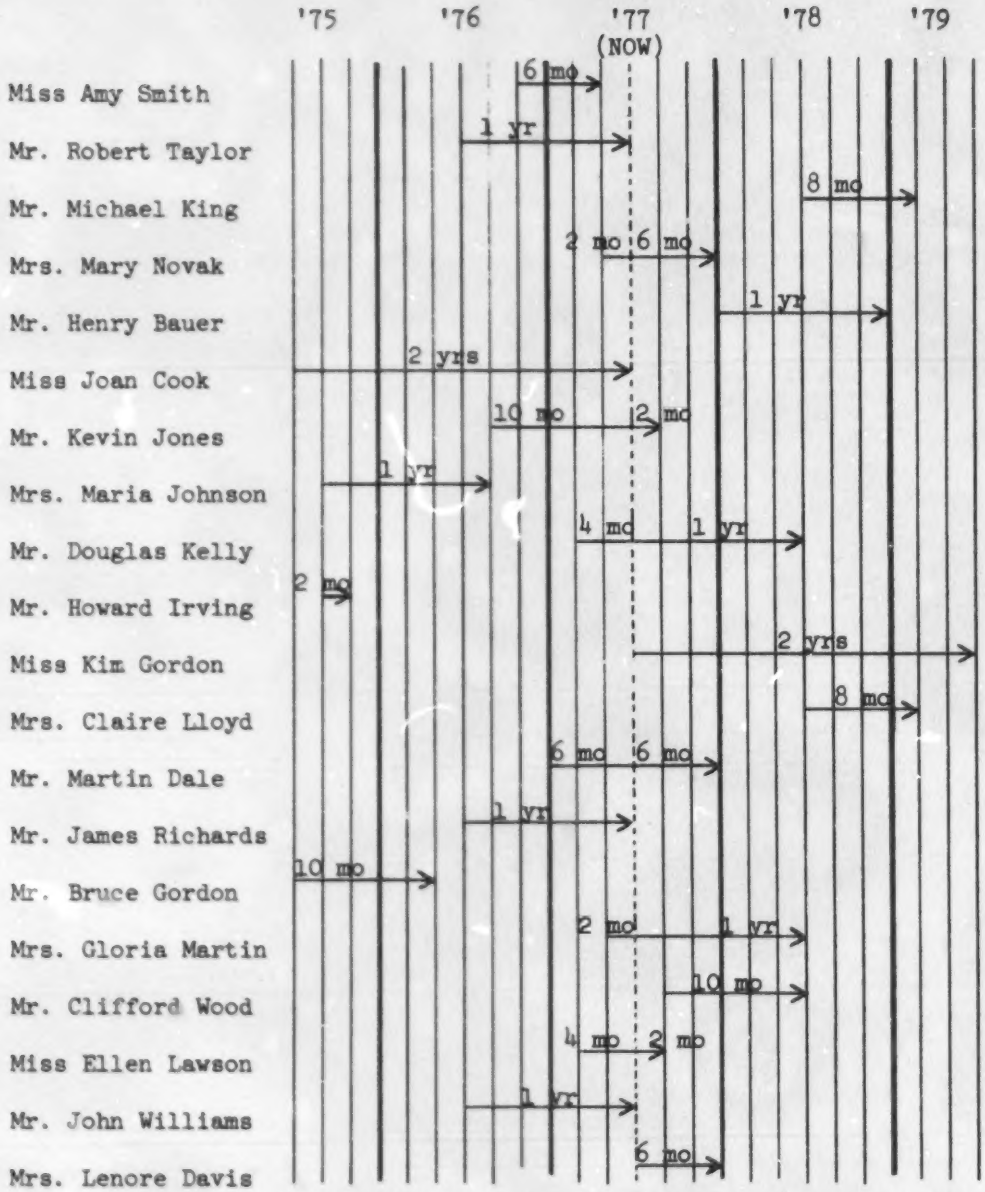
TAPE: Mrs. Ann Little

YOU: Tā xiǎng zhù yìnián. (She is planning to stay one year.)

[Repeat confirmation.]

NOTE: The adverb hái, which you have learned as "still," means "more," "further," or additionally," in the second sentence of Example 2.

DISPLAY I


'75
'76
'77
(NOW)
'78
'79
Miss Amy Smith
Mr. Robert Taylor
Mr. Michael King
Mrs. Mary Novak
Mr. Henry Bauer
Miss Joan Cook
Mr. Kevin Jones
Mrs. Maria Johnson
Mr. Douglas Kelly
Mr. Howard Irving
Miss Kim Gordon
Mrs. Claire Lloyd
Mr. Martin Dale
Mr. James Richards
Mr. Bruce Gordon
Mrs. Gloria Martin
Mr. Clifford Wood
Miss Ellen Lawson
Mr. John Williams
Mrs. Lenore Davis
6 mo
1 yr
8 mo
2 mo
6 mo
1 yr
2 yrs
10 mo
2 mo
1 yr
4 mo
1 yr
2 mo
2 yrs
8 mo
6 mo
6 mo
1 yr
10 mo
2 mo
1 yr
10 mo
4 mo
2 mo
1 yr
6 mo

EXERCISE 2

This exercise gives you practice using the suffix -guo and its negative méi ...-guo.

An official needs to know 1) whether certain Americans are in Taiwan now and 2) whether they visited Taiwan in the past. As he reads each name from his list (in English pronunciation), a clerk answers both questions.

The information available to the clerk is shown in Display II. Assume that it is complete, that is, that there were no earlier visits.

Take the part of the clerk. Give the first part of the answer, and then repeat the clerk's answer. Then give the second part of the answer, and repeat the clerk's answer.

Example 1 (not on tape)

TAPE: Miss Jane Black

YOU: Tā xiànzài zài zhèli. (She is here now.)

[Repeat confirmation.]

Tā cóngqián láiguo. (She has been here before.)

[Repeat confirmation.]

Example 2 (not on tape)

YOU: Tā xiànzài zài zhèli. (She is here now.)

[Repeat confirmation.]

Tā cóngqián méi láiguo. (She has never been here before.)

[Repeat confirmation.]

Example 3 (not on tape)

YOU: Tā xiànzài bú zài zhèli. (She is not here now.)

[Repeat confirmation.]

Tā cóngqián láiguo. (She has been here.)

[Repeat confirmation.]

Example 4 (not on tape)

YOU: Tā xiànzài bú zài zhèli. (She is not here now.)

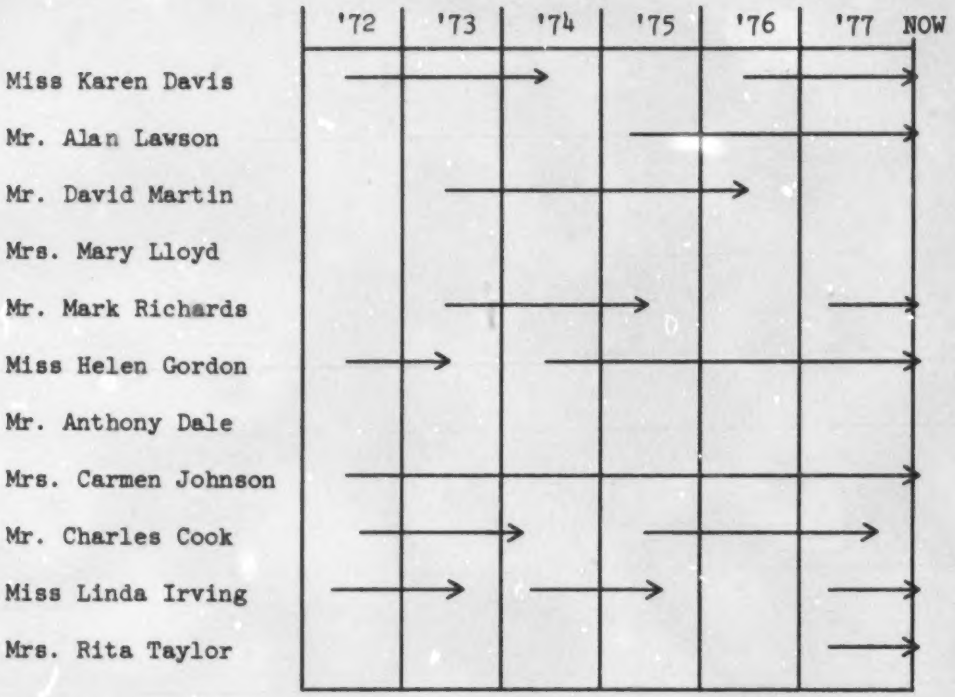
[Repeat confirmation.]

Tā cóngqián méi láiguo. (She has never been here.)

[Repeat confirmation.]

Notice that Tā cóngqián láiguo and Tā cóngqián méi láiguo have different translations depending on whether the person is here now or not.

DISPLAY II



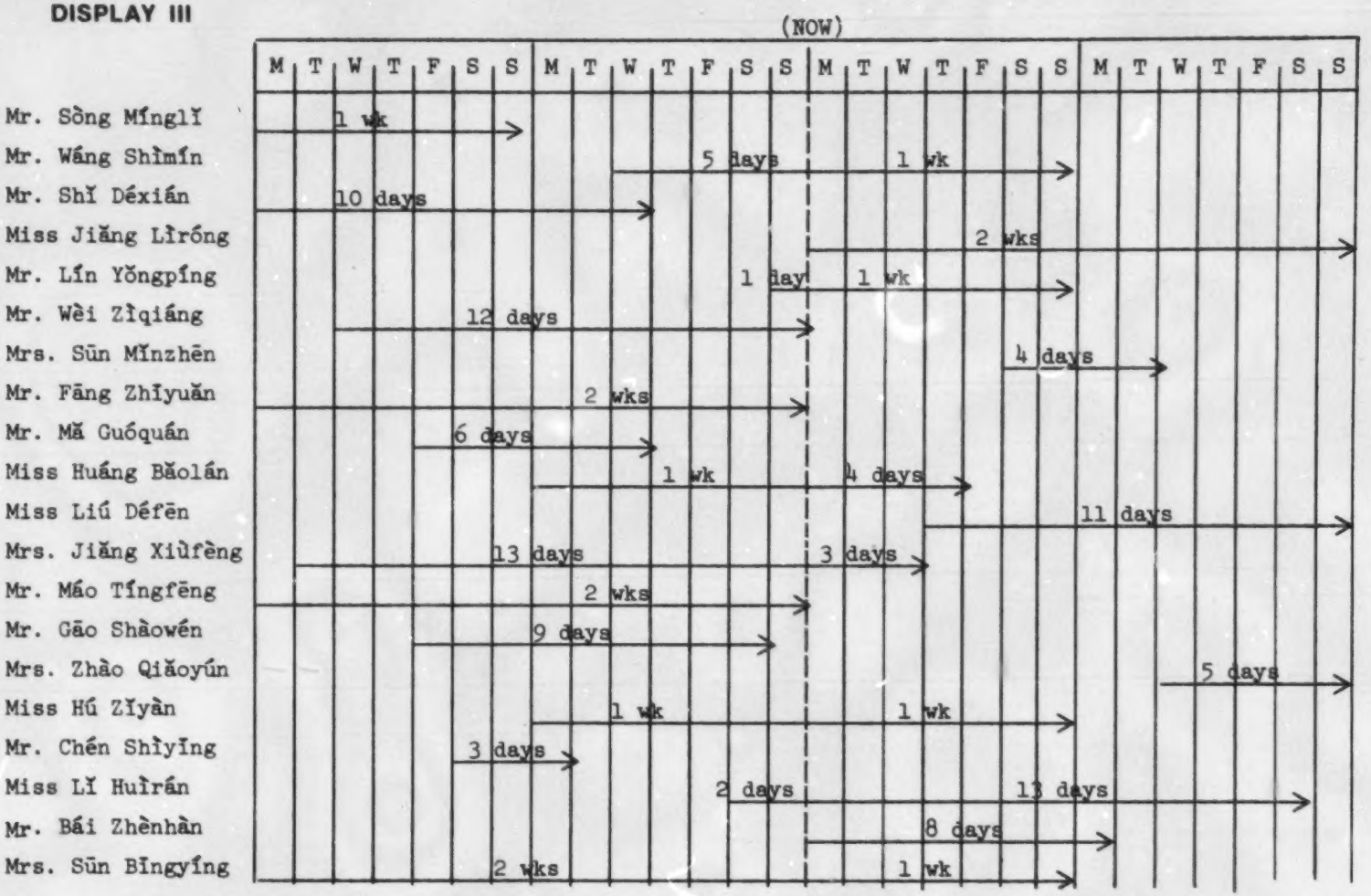
EXERCISE 3

In this exercise you will make the same kinds of statements of duration that you made in Exercise 1 of the P-2 Workbook. This time, however, the durations are weeks and days.

A hotel manager needs to know how many days or weeks various guests have stayed or will stay. A clerk is giving the manager information about each guest. Display III shows the information available to the clerk.

Take the part of the clerk. As each name is read, give the information found in the display, and then repeat the clerk's answer. Keep in mind that a two-part answer is called for if the guest has already stayed some time and is planning to stay on.

DISPLAY III


(NOW)
M T W T F S S M T W T F S S M T W T F S S M T W T F S S
Mr. Sòng Mínglǐ
1 wk
Mr. Wáng Shìmín
5 days
1 wk
Mr. Shǐ Déxián
10 days
Miss Jiǎng Lìróng
2 wks
Mr. Lín Yǒngpíng
1 day
1 wk
Mr. Wèi Zìqiáng
12 days
Mrs. Sūn Mǐnzhēn
4 days
Mr. Fāng Zhǐyuǎn
2 wks
Mr. Mǎ Guóquán
6 days
Miss Huáng Bǎolán
1 wk
4 days
Miss Liú Défēn
11 days
Mrs. Jiǎng Xiùfèng
13 days
3 days
Mr. Máo Tíngfēng
2 wks
Mr. Gāo Shàowén
9 days
Mrs. Zhào Qiǎoyún
5 days
Miss Hú Zǐyàn
1 wk
1 wk
Mr. Chén Shìyīng
3 days
Miss Lǐ Huìrán
2 days
13 days
Mr. Bái Zhènhàn
8 days
Mrs. Sūn Bīngyíng
2 wks
1 wk

UNIT 6 COMMUNICATION GAME A

INSTRUCTIONS:

Type: Can You Top This? (Old China Hand)

Situation: The setting is Taipei. You are talking with several people about how long several Americans have spent in China. Some of the Americans have already left China, and some have not.

Goal: To "top" the player you are talking with by playing a card with a longer duration than his card.

Number of Players: Groups of four to six students.

Materials: A deck of cards. Each card has a different duration written on it. Some of the cards are marked "so far," to show that the person is still in China. (See Cards--Can You Top This? which follow.)

Procedure: Each player is dealt a hand of four to six cards. The first player questions a second player, who then questions the first player. Then the second player questions a third player, who then questions him. And so forth.

When it is your turn to be questioned, choose one of your cards to play. Whenever you choose a card, immediately say Tā hái méi zǒu if the card is marked "so far" or say Tā yǐjīng zǒu le if it is not.

The questioner will then ask his question. If you said Tā hái méi zǒu, the questioner should ask Tā zhùle duó jiǔ le? If you said Tā yǐjīng zǒu le, the questioner should ask Tā zhùle duó jiǔ?

You will answer according to the card you have chosen. After the answer has been given, you ask the questioner about the person he knows about. High-card holder wins the two cards in play. Then you question a third player.

If you are not involved in an exchange, try to be the first to identify the winner by pointing to him and saying Tā yíng le, "He won."

The player who tops another player takes both cards and puts them on the table in front of him. (These cards are not added to his hand.) The game continues until there are no cards left in play. The player with the most cards in front of him has won the round.

Other rounds may be played after shuffling the cards and redealing.

Strategy: When you are being questioned, your strategy may be either to play one of your strongest cards, to maximize the chance of a win, or to play one of your weakest, to get rid of it. When you are questioning a player, your strategy should be to top your opponent's card as cheaply as possible, if you can top it, or to get rid of your weakest card, if you can not top it.

Example: You, Speaker 2, have the following hand:

CARD 1	CARD 2	CARD 3	CARD 4
2 years (so far)	6 months	3 weeks	15 days (so far)

Speaker 1 questions you. Before he starts, you choose your strongest card to play, on the theory that he is unlikely to be able to beat it.

S2: Tā (the person whose stay is listed on your card) hái méi zǒu.
S1: Tā zhùle duó jiǔ le?
S2: Tā zhùle liǎngnián le.
S1: Tā (the person whose stay is listed on his card) yǐjīng zǒu le.
S2: Tā zhùle duó jiǔ?
S1: Tā zhùle wǔnián.
S3: Tā (pointing to S1) yíng le.

Your best card wasn't good enough!

Now you question Speaker 3:

S3: Tā (the person whose stay is listed on his card) yǐjīng zǒu le.
S2: Tā zhùle duó jiǔ?
S3: Tā zhùle yíge xīngqī.

All three of your remaining cards will beat this. You play the weakest, to win as cheaply as possible.

S2: Tā hái méi zǒu.
S3: Tā zhùle duó jiǔ le?
S2: Tā zhùle shíwǔtiān le.
S4: Tā (S2) yíng le.

Additional Note: As you will have noticed, whether or not the American has left China does not affect the play. This simply gives you additional practice in choosing between durations with and without new-situation le.

Practice Points: Durations.

CARDS--CAN YOU TOP THIS?

5 weeks (so far)	4 years	12 years (so far)	1 week
1 month	6 days (so far)	3 months	4 days (so far)
2 years (so far)	2 months	25 years	2 weeks

6 years	10 days (so far)	8 months (so far)	2 days (so far)
1 day (so far)	1 year (so far)	3 weeks	4 weeks
11 months	10 weeks	5 months (so far)	45 days (so far)

UNIT 6 COMMUNICATION GAME B

INSTRUCTIONS:

Type: Computation

Situation: "Today" is September 14, 1978. The setting is Taipei. You are talking in a small group about how long different Americans have spent or will spend in China.

Goal: Given two of the three facts about any period of time (the first day, the last day, and the duration), to compute the third fact.

Number of Players: Small groups.

Materials: A deck of cards. Each card indicates 1) a period of time in the past, 2) one period up to today and another period starting with today, or 3) a period in the future. Here are samples of the three kinds of cards. (See also Cards--Computation, which follow.)

CARD 1	CARD 2	CARD 3
1/1/77 to 1/31/77	9/15/76 to 9/14/78	11/8/78 to 11/9/78
	9/14/78 to 9/20/78	

The first card shows one month in the past. The second card shows two years up to the present and one week starting with today. The third card shows two days in the future. (In the Chinese system of counting time, both the first day and the last day are included in the duration.)

Procedure: One player takes a card, and another player (you) questions him.

First, ask whether the American is in China now. If the answer is no, ask whether he has ever been in China. If the answer is again no, ask whether he is thinking of coming to China.

If the person is currently in China: 1) Ask when he arrived; compute how long it has been since he arrived; and announce the length of his stay to date. Or ask how long it has been since he arrived; compute the date of his arrival; and announce it. 2) Then ask when he is going to leave; compute how long he is staying; and announce how much longer he will stay. Or ask how long he is going to stay; compute the date of his departure; and announce it.

If the person was in China formerly or will be in China later: Ask the date of arrival and the date of departure; compute how long he stayed or will stay; and announce the length of his stay. Or ask the date of arrival and how long he stayed or will stay; compute the date of departure; and announce it. Or ask how long he stayed or will stay and the date of departure; compute the day of arrival; and announce it.

Example 1: You are Speaker 1. (Speaker 2 has Sample Card 2.)

S1: Tā xiànzài zài zhèli ma?
S2: Tā xiànzài zài zhèli.
S1: Tā shi shénme shíhou láide?
S2: Tā shi qiánnián Jiǔyuè Shíwǔhào láide.
S1: Tā láile liǎngnián le. Tā hái xiǎng zhù duó jiǔ?
S2: Tā hái xiǎng zhù yíge xīngqī.
S1: Tā xiǎng (jīnnián) (zhège yuè) Èrshihào zǒu.

Example 2: You are S1. (S2 has Sample Card 1.)

S1: Tā xiànzài zài zhèli ma?
S2: Tā xiànzài bú zài zhèli.
S1: Tā cóngqián láiguo ma?
S2: Tā cóngqián láiguo.
S1: Tā shi shénme shíhou láide?
S2: Tā shi qùnián Yíyuè Yíhào láide.
S1: Tā shi shénme shíhou zǒude?
S2: Tā shi qùnián Yíyuè Sānshiyīhào zǒude.
S1: Tā zhùle yíge yuè.

Example 3: You are S1. (S2 has Sample Card 3.)

S1: Tā xiànzài zài zhèli ma?
S2: Tā xiànzài bú zài zhèli.
S1: Tā cóngqián láiguo ma?
S2: Tā cóngqián méi láiguo.
S1: Tā xiǎng lái ma?
S2: Tā xiǎng lái.
S1: Tā xiǎng shénme shíhou lái?
S2: Tā xiǎng (jīnnián) Shíyīyuè Báhào lái.
S1: Tā xiǎng zhù duó jiǔ?
S2: Tā xiǎng zhù liǎngtiān.
S1: Tā xiǎng (jīnnián) Shíyīyuè Jiǔhào zǒu.

Practice Points: Durations, dates.

CARDS--COMPUTATION

10/13/70 to 12/12/70	2/27/75 to 4/26/75	4/9/62 to 4/8/72	5/19/68 to 10/18/68
6/4/71 to 12/3/71	4/11/73 to 4/10/75	9/30/69 to 9/29/70	8/25/71 to 8/26/71
5/15/76 to 9/14/76 9/14/76 to 9/20/76	9/8/76 to 9/14/76 9/14/76 to 9/13/79	9/13/76 to 9/14/76 9/14/76 to 9/15/76	9/15/73 to 9/14/76 9/14/76 to 11/13/76

1/15/76 to 9/14/76 9/14/76 to 10/13/76	3/15/76 to 9/14/76 9/14/76 to 12/13/76	8/15/76 to 9/14/76 9/14/76 to 9/27/76	6/15/76 to 9/14/76 9/14/76 to 3/13/77
7/5/80 to 7/18/80	1/29/77 to 7/28/77	12/1/79 to 12/31/79	5/7/81 to 5/13/81
6/2/79 to 6/15/79	4/3/77 to 4/4/77	10/8/81 to 10/7/82	11/7/79 to 12/6/79

UNIT 7 C-2 WORKBOOK

EXERCISE 1

This exercise consists of six dialogues and narratives. In each passage, the occupation and education of one American now in Taiwan is discussed.

You will hear the series of passages three times. After listening to them twice, answer the question below. Then listen again.

Here are the new vocabulary items you will need for this exercise:

jīngjixüé	(economics)
zhèngzhixüé	(political science)

QUESTION

1. Which American works for the State Department, studied political science at the University of Texas, and can speak Chinese?

   ( ) Mr. Smith (SĪ)

   ( ) Mr. Wade (Wèi)

   ( ) Mr. Brown (Huáng)

   ( ) Mr. Josephson (Zhōu)

   ( ) Major White (Bái)

   ( ) Mr. Hansen (Hán)

EXERCISE 2

In this exercise you will listen to a conversation about the educational backgrounds of several people. As a new arrival, Mr. White (Bái) has just been introduced to Mrs. LǏ.

You will hear the conversation three times. After listening to it twice, answer the questions on the next page. Then listen again.

Here is a new vocabulary item you will need for this exercise:

wénxüé	(literature)

QUESTIONS

	Mr. White	Mrs. White	Mr. White's friend
1. Who has studied at			
American University? (Washington, D.C.)			
the University of California?			
Taiwan University?			
2. Who has studied			
Chinese history?			
Chinese literature?			
Chinese?			
economics?			
political science?			
3. Who is studying now?			

EXERCISE 3

In this exercise you will listen to a conversation which takes place near the end of the school year at an American university. An American student, Miss Jones (Zhōu), is being asked about her courses by a Chinese friend.

You will hear the conversation three times. As you listen to it for the third time, indicate by checking the appropriate boxes below the courses she took, is taking, or will take during each year.

Here are the new vocabulary items you will need for this exercise:

hòunián	(the year after next)
qiánnián	(the year before last)
Rìwén	(Japanese language)

	YEAR BEFORE LAST	LAST YEAR	THIS YEAR NOW	NEXT YEAR	YEAR AFTER NEXT
Chinese					
Japanese					
Chinese Literature					
Chinese History					
Japanese Literature					
Japanese History					
Economics					
Political Science					

UNIT 7 P-2 WORKBOOK

EXERCISE 1

In this exercise you will answer questions about people's occupations and educations. The information you need is shown in Display I. Each person is discussed in turn.

Answer the questions and repeat the confirmations. The confirmations of the answers to yes/no questions have short "preview" answers followed by full answers. For example:

Méiyou, tā méi xüé Zhōngwén. (No, he has not studied Chinese.)

When a question is asked about an activity which continued for some time in the past, there is no aspect marker. There should not be an aspect marker in your answer.

Q: Tā zài dàxué niàn shénme?(What did he study at college?)

A: Tā niàn lìshǐ. (He studied history.)

Here are the new words you will need for this exercise:

jīngjixüé	(economics)
zhèngzhixüé	(political science)
wénxüé	(literature)
shénme dìfang	(where, what place)

DISPLAY I

	Mr. Sòng	Mr. King	Major Weiss	Miss Lǐ
CURRENT PLACE OF WORK IN TAIPEI	Bank of America	U.S. State Department	(U.S.) Military Attache's Office	(student)
GRADUATED FROM	U. of Cal.	U. of Tex.	N.Y.U.	Taiwan U.
MAJORED IN	economics	political science	history	literature
FOREIGN LANGUAGE SPOKEN	English	Chinese	Chinese	English
STUDIED FOREIGN LANGUAGE AT	California	Washington	California	Taiwan

EXERCISE 2

This exercise is another series of questions based on the information in Display I.

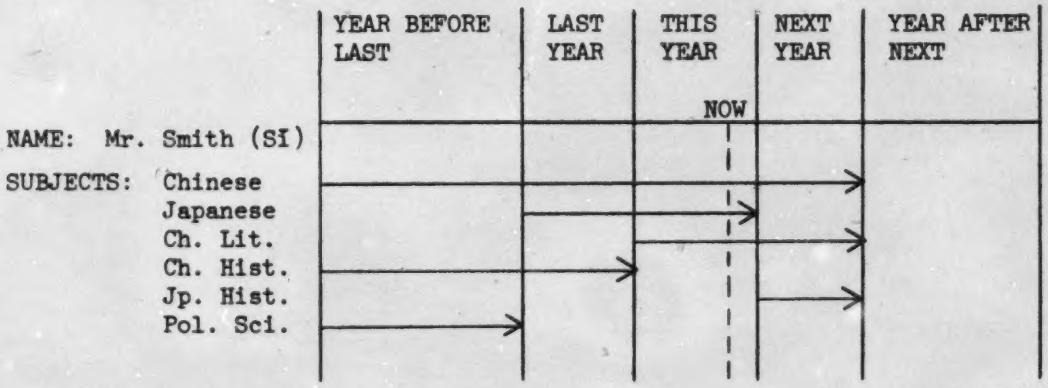
EXERCISE 3

This exercise is a series of questions based on the information about Mr. Smith in Display II. To give you practice in forming full sentences, many questions and answers are given in full form when in normal conversation they would be abbreviated, leaving out information that could be understood from the context, or from the general situation.

Here is a vocabulary item you will need for this exercise:

Rìwén (Japanese language)

DISPLAY II



UNIT 7 COMMUNICATION GAME

INSTRUCTIONS:

Type: Science

Situation: The setting is Taipei. You are talking with five people about where six Americans are from, where they work, where they went to college, what they majored in, whether they speak Chinese, and, if so, where they studied it.

Goal: To find regular patterns in the facts you gather and make predictions on the basis of these patterns.

Materials: A work sheet for each player. (See Sample Work Sheets, which follow.)

Notice the two vocabulary items at the bottom of each sheet: Wàijiāo Xuéyuàn, "Foreign Service Institute" (Washington, D.C.) and Méngtèruǐ, "Monterey" (Defense Language Institute).

Example: You, Speaker 1, have your work sheet.

S1: Tā shi zài náli shēngde?
S2: Tā shi zài Jiāzhōu shēngde.
S1: Tā zài náli gōngzuò?
S2: Tā zài Měiguo Yínháng gōngzuò.
S1: Tā shi zài nǎge dàxué niánde shū?
S2: Tā shi zài Dézhōu Dàxué niánde shū.
S1: Tā zài dàxué nián shénme? (no le with continuous action in past)
S2: Tā zài dàxué nián jīngjixué.
S1: Tā huì shuō Zhōngguo huà ma?
S2: Tā bú huì shuō Zhōngguo huà.

Since the American whom Speaker 2 is talking about can not speak Chinese, you naturally do not ask where the American studied Chinese.

To simplify this example, only the questioning of your first partner has been included in full form. For the initial questions to your next partner,

S1: Tā zài náli gōngzuò?
S3: Tā zài Táiwān Yínháng Gōngzuò.
S1: Tā huì shuō Zhōngguo huà ma?
S3: Tā huì shuō Zhōngguo huà.
S1: Tā shi zài náli xuéde Zhōngguo huà?
S3: Tā shi zài Táiwān Dàxué xuéde Zhōngguo huà.

To further simplify the example, assume that Speaker 4 gives the same answers as Speaker 3 gave.

Now, with the information from these speakers and your work sheet, you may try some tentative predictions with your last two partners. (Again, only part of your questioning is given.)

S1: Tā zài náli gōngzuò?
S5: Tā zài Měiguo Yínháng gōngzuò.
S1: Tā bú huì shuō Zhōngguo huà ba.
S5: Duì le, tā bú huì shuō Zhōngguo huà.

S1: Tā zài náli gōngzuò?
S6: Tā zài Táiwān Yínháng gōngzuò.
S1: Tā huì shuō Zhōngguo huà ba.
S6: Tā huì shuō Zhōngguo huà.
S1: Tā shi zài Táiwān Dàxüé xüéde Zhōngguo huà ba.
S6: Shìde, tā shi zài Táiwān Dàxüé xüéde Zhōngguo huà.

Practice Points: Academic subjects, huì shuō, shi...de plus object, omission of le after the verb for continuous past action.

SAMPLE WORK SHEETS:

	a	b	c	d	e	f
STATE	California					
JOB	State Department					
COLLEGE	Univ. of California					
MAJOR	Political Science					
SPEAKER OF CHINESE	Yes					
LANGUAGE SCHOOL	FSI					

FSI: Wàijiāo Xuéyuàn

Monterey: Měngtèruǐ

	a	b	c	d	e	f
STATE		New York				
JOB		Military Attache's Office				
COLLEGE		N.Y.U.				
MAJOR		American History				
SPEAKER OF CHINESE		Yes				
LANGUAGE SCHOOL		Monterey				

FSI: Wàijiāo Xuéyuàn

Monterey: Měngtèruǐ

	a	b	c	d	e	f
STATE			Penn.			
JOB			State Department			
COLLEGE			Univ. of Penn.			
MAJOR			Political Science			
SPEAKER OF CHINESE			Yes			
LANGUAGE SCHOOL			FSI			

FSI: Wàijiāo Xuéyuàn

Monterey: Měngtèruǐ

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	a	b	c	d	e	f
STATE				Mass.		
JOB				Military Attache's Office		
COLLEGE				Univ. of Mass.		
MAJOR				American Literature		
SPEAKER OF CHINESE				Yes		
LANGUAGE SCHOOL				Monterey		

FSI: Wàijiāo Xuéyuàn

Monterey: Měngtèruì

	a	b	c	d	e	f
STATE					Texas	
JOB					Military Attache's Office	
COLLEGE					Univ. of Texas	
MAJOR					Economics	
SPEAKER OF CHINESE					Yes	
LANGUAGE SCHOOL					Monterey	

FSI: Wàijiāo Xuéyuàn

Monterey: Měngtèruǐ

	a	b	c	d	e	f
STATE						Texas
JOB						State Department
COLLEGE						Univ. of Texas
MAJOR						Political Science
SPEAKER OF CHINESE						Yes
LANGUAGE SCHOOL						FSI

FSI: Wàijiāo Xuéyuàn

Monterey: Měngtèruǐ

UNIT 8 C-2 WORKBOOK

EXERCISE 1

In this exercise you will listen to a conversation between two students on a campus in Taipei. You will hear the conversation three times. Before listening for the third time, answer the questions below.

Here are the new vocabulary items you will need for this exercise:

yìtáng	(one class hour)
wǒ shísuìde shíhou	(when I was ten years old)

QUESTIONS

1. What courses is the female student taking?

   _____

2. What else do you know about the female student?

   _____

   _____

3. What courses is the male student taking?

   _____

4. What else do you know about the male student?

   _____

EXERCISE 2

In this conversation, two people in Taipei are getting to know each other. You will hear the conversation three times. Before listening for the third time, answer the questions on the next page.

Here are the new vocabulary items you will need for this exercise:

Nà duó hǎo a!	(That's so nice!)
shìguān	(sergeant)

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QUESTIONS

1. Where do the parents live?

   the woman: _____

   the man: _____

2. What members of the family are in the armed forces?

   the woman: _____

   the man: _____

3. What branch of the service are they in?

   the woman: _____

   the man: _____

EXERCISE 3

In this exercise you will listen to a conversation which is mostly over your head. However, you should be able to understand enough to answer the questions below.

You will hear the conversation three times. The first two times, just listen. Then write your answers as you listen for the third time.

QUESTIONS

1. What happened to Miss Tiánzhōng in Shànghǎi?

   _____

2. Why has Miss Tiánzhōng come to Běijīng?

   _____

UNIT 8 P-2 WORKBOOK

EXERCISE 1

In this exercise you practice talking about what certain people do for a living and how long they have been doing it, what these people have studied and how long they have studied. Display I gives this information about four people who are now living in Taipei. Use the information to answer questions on tape.

Example

TAPE: Sòng Xiānsheng zài nǎli gōngzuò?

YOU: Tā zài Měiguo Yínháng gōngzuò.

TAPE: Tā zài nàli gōngzuòle duō jiǔ le?

YOU: Tā zài nàli gōngzuòle sìnián le.

DISPLAY I

	Mr. Sòng	Mr. King	Major Weiss	Miss LǏ
PLACE OF WORK IN TAIPEI	Bank of America	U.S. Dept. of State	Military Attache's Office-U.S. Air Force	(student)
- - - - - - - -	- - - -	- - - - -	- - - - - -	
YEARS THERE	4 years so far	8 months so far	9 months so far	
UNIVERSITY ATTENDED	U. of Calif.	U. of Texas	N.Y.U.	Taiwan U.
- - - - - - - -	- - - -	- - - - -	- - - - - -	- - - - -
YEARS THERE	6 years	4 years	4 years	2 years so far
SUBJECT OF STUDY	economics	political science	history	literature
- - - - - - - -	- - - -	- - - - -	- - - - - -	- - - - -
YEARS STUDIED	4 years	3 years	2 years	2 years so far
FOREIGN LANGUAGE SPOKEN	English	Chinese	Chinese	English
FOREIGN LANGUAGE STUDIED WHERE	Calif.	Wash. D.C.	Taipei	Taiwan
- - - - - - - -	- - - -	- - - - -	- - - - - -	- - - - -
YEARS STUDIED	2 years	1 year	6 months	6 years so far

EXERCISE 2

This exercise gives you practice in using the new-situation marker le, with and without the negative adverb bù.

Mr. Liú has invited several business colleagues to a conference. His secretary has given him a copy of the guest list with each person's name checked off as accepting or declining. But she has now told him that a surprising number of the people invited have changed their minds. Mr. Liú has decided to check his list. As he reads each name, his secretary consults her corrected list and tells Mr. Liú that person's most recent reply. The secretary's corrected list is shown as Display II. (Some check marks have been crossed out and replaced by checks in the other column.)

After Mr. Liú reads each name, tell him whether or not that person is coming. Then listen to the secretary's response and repeat it.

If a person has not changed his mind, there is nothing new about the situation, and thus no need to use new-situation le.

Example 1

Tā lái. (He is coming [and was going to].)

Example 2

Tā bù lái. (He is not coming [and was not going to].)

If a person has changed his mind and is not coming now, the situation is new, and new-situation le is required.

Example 3

Tā bù lái le. (He is not coming now [but was going to].)

DISPLAY II

	ACCEPTED	DECLINED
Mr. Zhōu Mínglǐ	✓	
Miss Hú Lìróng		✓
Mr. Lín Shìmín	✗	✓
Mr. Shǐ Déxián		✓
Mrs. Wéi Wǎnrú	✗	✓
Mr. Fāng Yǒngpíng	✓	
Miss Jiāng Xiùfèng	✗	✓
Mr. Zhào Zìqiáng		✓
Mr. Huáng Zhìyuǎn	✓	
Mr. Chén Guóquán	✗	✓
Mrs. Mǎ Qiǎoyún	✗	✓

EXERCISE 3

In this exercise you will talk about the schedules and attendance records of four students. You will practice using action, state, and process verbs in different situations. You will also review time words.

Display III shows attendance records of four persons for last week, this week, and next week. A box with a check mark means "has a class and attended or will attend it." A box with an X means "has a class but did not or will not attend it." An empty box means "has no class." Use this information to answer questions about Zhōu Měilíng, Lín Shìmín, Sūn Xiùfèng, and Liú Zǐqiáng. For this exercise, assume that students have missed classes only if they were sick. When answering a question with Tā méi lái, always add the information Tā bìng le.

Example

TAPE: Zhōu Měilíng shàngge XÍngqīyī yǒu kè ma?

YOU: Tā shàngge XÍngqīyī yǒu kè.

TAPE: Tā lái le méiyou?

YOU: Tā lái le.

DISPLAY III

	LAST WEEK					THIS WEEK					NEXT WEEK	
									NOW			
	M	T	W	TH	F	M	T	W	TH	F	M	T
Zhōu Měilíng	✓					X	X	X				
Lín Shìmín	X	X	✓			✓	✓		✓	✓		
Sūn Xiùfèng	X	X	X	X	✓			✓				
Liú Zǐqiáng		✓						X	X		✓	

NOW

EXERCISE 4

In this exercise you practice talking about the changes which have taken place in one person's course of study and career. Display IV shows where Daniel King lived, studied, and worked last year (July-December) and this year. It shows how situations have changed or will change next year (January-July). Use the information in this display to answer the questions on tape.

Example

TAPE: Wáng Dānián qǜnián zhùzai Dézhōu ma?

YOU: Bù, tā qǜnián méi zhùzai Dézhōu

TAPE: Tā qǜnián zhùzai náli?

YOU: Tā qǜnián zhùzai Jiāzhōu.

TAPE: Tā xiànzài hái zhùzai Jiāzhōu ma?

YOU: Bù, tā xiànzài bú zhùzai Jiāzhōu le.

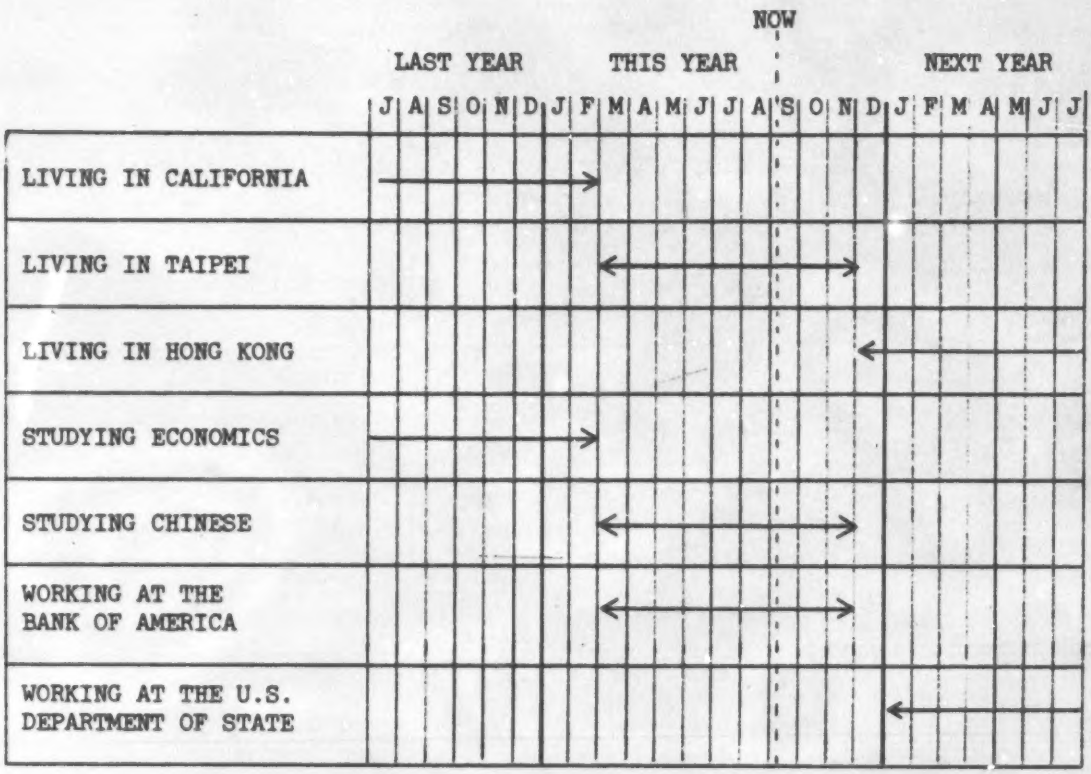
For this exercise you need to know: 1) The adverb jiù can be added to a sentence with a future time expression to mean "by the time of." For example,

Tā míngnián jiù bú zài Měiguo Yínháng gōngzuò le.	(By next year he won't be working at the Bank of America anymore.)

2) When you want to say that someone will not be living here next year, you say instead that by next year he will be gone.

Tā míngnián jiù zǒu le.	(By next year he will be gone.)

DISPLAY IV


NOW
LAST YEAR
THIS YEAR
NEXT YEAR
J A S O N D J F M A M J J A S O N D J F M A M J J
LIVING IN CALIFORNIA
LIVING IN TAIPEI
LIVING IN HONG KONG
STUDYING ECONOMICS
STUDYING CHINESE
WORKING AT THE BANK OF AMERICA
WORKING AT THE U.S. DEPARTMENT OF STATE

UNIT 8 COMMUNICATION GAME

INSTRUCTIONS:

Type: Matching

Situation: The setting is Taipei at the beginning of the school year. You are a college student talking with several other students about the subjects you have studied and the number of years you have studied them.

Goal: To find matches between the number of years you have studied a subject and the number of years another player has studied it.

Number of Players: Groups of six students or fewer.

Materials: A work sheet for each player. (See Sample Work Sheets, which follow.)

The numbers in the boxes represent the number of years you have studied the subjects listed. (Be prepared to use the Chinese names for all the subjects.) A plus sign indicates that you are going to take that subject this year.

Procedure: Mingle with the other players to exchange information.

First, choose a partner. Then ask questions in this order:

1. Find out what subjects your partner is going to study this year. Place plus signs in the boxes for those subjects.

2. Ask what subjects he has studied before. Record zeros for the subjects he has NOT studied before.

3. Then ask and record the number of years he has studied the other subjects.

When you find a match, point it out immediately, using yě. Write the player's name in the appropriate box.

Example: You, Speaker 1, have your work sheet.

S1: NǏ jǏnnián xiǎng xüé Fàwén ma?
S2: Duì le, wǒ jǏnnián xiǎng xüé Fàwén.
S1: NǏ cóngqián xüéguo ma?
S2: Wǒ cóngqián méi xüéguo.
S1: NǏ jǏnnián xiǎng niàn Měiguo lìshi ma?
(etc.)

S1: NǏ xüé Fàwén xüéle jǏnián le?
S2: Wǒ xüé Fàwén xüéle liǎngnián le.
S1: Wǒ xüé Fàwén yě xüéle liǎngnián le.
(etc.)

Additional Note: Whether or not someone is studying a subject now has nothing to do with the matching. This part of the game gives you practice in choosing between single and double le for your duration questions.

By asking all your duration questions at the same time, you practice substituting the names of various subjects in those questions.

Practice Points: Duration sentences with direct objects.

	a	b	c	d	e	f
ENGLISH	6					
ENGLISH LITERATURE	1+					
AMERICAN HISTORY	2					
ECONOMICS	1+					
POLITICAL SCIENCE	1+					
FRENCE	0					

SAMPLE WORK SHEETS:

	a	b	c	d	e	f
ENGLISH		6				
ENGLISH LITERATURE		4				
AMERICAN HISTORY		1+				
ECONOMICS		2+				
POLITICAL SCIENCE		3				
FRENCH		2+				

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	a	b	c	d	e	f
ENGLISH			7			
ENGLISH LITERATURE			0+			
AMERICAN HISTORY			2+			
ECONOMICS			3			
POLITICAL SCIENCE			3+			
FRENCH			2+			

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	a	b	c	d	e	f
ENGLISH				7+		
ENGLISH LITERATURE				1		
AMERICAN HISTORY				3+		
ECONOMICS				2+		
POLITICAL SCIENCE				2		
FRENCH				1+		

103 94 100

	a	b	c	d	e	f
ENGLISH					8	
ENGLISH LITERATURE					0+	
AMERICAN HISTORY					1+	
ECONOMICS					1	
POLITICAL SCIENCE					2+	
FRENCH					1+	

	a	b	c	d	e	f
ENGLISH						9
ENGLISH LITERATURE						0
AMERICAN HISTORY						3+
ECONOMICS						0+
POLITICAL SCIENCE						1+
FRENCH						2+

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VOCABULARY

		Module & Unit
a	(question marker)	1.2
àiren	spouse	1.4
ba	(marker for a question which expresses the speaker's supposition as to what the answer will be)	2.2
bàba	papa, dad, father	2.3
bìng	to become ill	2.8
Bǐnzhōu	Pennsylvania	1.3°, 1.4°
bù/bú	not	1.2
bú shi	not to be	1.2
bú zài le	to be deceased	2.5°
cóngqián	before, previously	2.6
dà	to be large	2.8°, CE 2
dàfàndiàn	hotel	2.2
dào	to arrive	2.4
dàshǐ	ambassador	2.2°
dàxüé	university	2.7
-de	(possessive marker)	2.2
Déguó (Déguo)	Germany	1.3
Déwén	German language	2.7°, 2.8
Dézhōu	Texas	1.4
dì-	used in forming ordinal numbers	1.4
dìdi	younger brother	2.3
Dìyī Dàfàndiàn	First Hotel (name of a hotel in Taipei)	2.2°
dìzhǐ	address	2.2
dǒng	to understand	2.8°, CE 1
dōu	all, both	2.3
duì	to be correct	2.8°, CE 1
duìbuqǐ	I'm sorry, excuse me	1.4°
duì le	yes, that's right	2.1, CE 1
duó dà	how old	2.5
duó jiǔ	how long	2.6

NOTE: The ° symbol appears after the module and unit reference for vocabulary items which are not required either for comprehension or production.

		Module & Unit
Éguó (Èguó)(-guo)	Russia	1.3
èr	two	NUM 1
Éryuè (Èryüe)	February	2.5, T&D 1
érzi	son	2.4
Fǎguó (Fàguó)(-guo)	France	1.3
fānchéng	to translate into	CE 2
fàndiàn	hotel; restaurant	2.1
Fǎwén (Fàwén)	French language	2.7*, 2.8
fāyīn	pronunciation	CE 2
fùmǔ	parents	2.3
fùqin	father	2.3
fūren	Mrs., Lady, Madame; a very polite word for the wife of a high-ranking person	1.4
-ge	(general counter)	2.1, 2.3
gēge	older brother	2.3
gēn	and; with	2.3
gōngzuò	to work	2.2
guìxìng	your honorable surname	1.2
-guó	country	1.3
-guo	(experience marker)	2.6
Guóbīn Dàfàndiàn	Ambassador Hotel (name of a hotel in Taipei)	2.2
hái	still	2.3
hǎijūn	navy	2.8
háizi	child, children	2.3
hǎo	to be good, to be well	2.2
-hào	no. (in addresses, etc.); day of the month	2.2
hěn	very	2.1
hòunián (hòunian)	the year after next	2.5, T&D 2
hòutiān (hòutian)	the day after tomorrow	2.4, T&D 2
huì	to know how to, can; to have the skill or knowledge of, to know	2.7, 2.8
huídá	to answer, to reply	CE 2
jǐ-	how many	2.3
jiā	plus; to add	NUM 4
jiā	home	2.2
-jiā	(counter for institutions)	2.3*
jiāli	family	2.3

		Module & Unit
jiàn	to meet	CE 2
Jiānádà	Canada	1.4
jiào	to be called, to be given-named	1.2
Jiāzhōu	California	1.3
jiē	street	2.2
jiéhūn (jiēhūn)	to get married, to be married	2.4*
jiějie	older sister	2.3
jiěmèi	sisters	2.3
jǐge xīngqī	how many weeks	2.6
jǐge yuè	how many months	2.6
jǐhào	what day of the month	2.5, T&D 1
jīngjixué	economics	2.7
jǐnián	how many years	2.6
jīnnián (jīnnian)	this year	2.5, T&D 2
jīntiān (jīntian)	today	2.4, T&D 1
jǐsuì	how old	2.5
jǐtiān	how many days	2.6
jiǔ	nine	NUM 2
jiù	only	2.3
Jiǔyuè (Jiǔyue)	September	2.5, T&D 1
jǐyuè	what month	2.5
jūnguān	military officer	2.8
jūnrén	military person	2.8
kè	class	2.8
kěshi	but	2.4*
kōngjūn	air force	2.8
lái	to come	2.4
lǎojiā	"original home"	1.4
lǎoshī	teacher	CE 2
le	(combined le: new-situation and completion marker)	2.4
le	(new-situation marker)	2.5
l	(completion marker)	2.6
liǎng	two	2.3
lǐbàijǐ	what day of the week	T&D 2
Lǐbàitiān	Sunday	T&D 1
Lǐbàiyī	Monday	T&D 2
líng	zero	NUM 1
lìshǐ	history	2.7
liù	six	NUM 1
Liùyuè (Liùyue)	June	2.5, T&D 1
lù	road	2.2
lǚguǎn	hotel	2.1*
lùjūn	army	2.8

		Module & Unit
ma	(question marker)	1.2
māma	momma, mom, mother	2.3
màn	to be slow	CE 2
méi	not, not to have	2.3
Měiguó (Měiguo)	America, United States	1.3
Měiguo Guójì Jiāoliú Zǒngshǔ	U.S. International Communications Agency	2.2•
Měiguo Guówùyuàn	U.S. State Department	2.7
Měiguo Yínháng	Bank of America	2.2•
méi jiéhūn	not to be married	2.4•
mèimei	younger sister	2.3
méi(you)	not to have; there isn't/aren't	2.3
-men	plural suffix	2.3
Měngtèruì	Monterey	2.7•
míngnián (míngnian)	next year	2.5, T&D 2
míngtiān (míngtiān)	tomorrow	2.4, T&D 2, CE 2
míngzi	given name	1.2
mǔqin	mother	2.3
nà	that	2.2
nàge	that (one)	2.2
náli	where	2.2
náli	Not at all!	2.7
nàli	there	2.2
nán	to be difficult	2.7
nánháizi	boy	2.3
nánpéngyou	boyfriend	2.3•
nǎr	where	1.4
nàr (nèr)	there	1.4
ne	(question marker)	1.2
něi-	which	2.1
něige	which	2.1
nèige	that	2.1
něiguó	which country	1.3
něinián	which year	2.5
něitiān	which day	2.4
nèr (nàr)	there	1.4
nǐ	you	1.1
-nián	year	2.5, T&D 2
niánji	age, years old	2.5•
niánnián	every year	2.5
niàn shū	to study	2.7
niàn _____	to study _____	2.7
nǐmen	you (plural)	2.3
nín	you (polite)	1.2

		Module & Unit
Niǔ Yuē	New York	2.6
Niǔ Yuē Zhōu	New York State	1.4•
nǚér	daughter	2.4
nǚháizi	girl	2.3
nǚshì	Ms., Miss; lady	1.4•, 2.1
nǚtóngzhì	(female) Comrade	2.3•
péngyou	friend	2.2
pùbù	waterfall	2.3•
qī	seven	NUM 2
qiánnián (qiánnian)	the year before last	2.5
qiántiān (qiántian)	the day before yesterday	2.4
qīngchu	to be clear	CE 2
Qīngdǎo	Qīngdǎo (a city in Shāndōng province)	1.4
qǐngwèn	May I ask...	1.4
Qīyuè (Qíyüe)	July	2.5, T&D 1
qù	to go	2.6
qùnián (qùnian)	last year	2.5, T&D 2
rén	person	1.3
Rìběn	Japan	1.3
Rìwén	Japanese language	2.7
róngyi	to be easy	2.7
sān	three	NUM 1
Sānyuè (Sānyüe)	March	2.5, T&D 1
Shāndōng	Shāndōng (a province of China)	1.4
shàngge	last, previous (i.e., last month, shàngge yuè)	2.5•, T&D 2
shàngge xīngqī	last week	2.5•, T&D 2
shàngge yuè	last month	2.5•, T&D 2
Shànghǎi	Shànghǎi	1.3
shàng kè	to begin class, to attend class	CE 1
shàoxiào	major (military title)	2.2
shéi	who	1.1
shēng	to be born	2.5
shēngyīn (shēngyin)	voice, sound, noise	CE 2
shénme	what	1.1
shénme dìfang	where, what place	2.7•

		Module & Unit
shénme shíhou	when, what time	2.4
shí	ten	NUM 2
shì	to be	1.1
shì	yes, that's so	2.1
shìbīng	enlisted man	2.8
shìde	yes, that's so	2.2
shi...-de	(focus construction)	2.4
Shíèryüè (Shíèryüe)	December	2.5, T&D 1
shìguān	sergeant	2.8•
shíhou	time	2.4
Shíyīyüè (Shíyīyüe)	November	2.5, T&D 1
Shíyüè (Shíyüe)	October	2.5, T&D 1
shū	book	2.7•
shuō	to say, to speak	CE 1
shuō	to speak a language	2.7
shuō	to say that...	2.7
shuōcuò	to speak/say incorrectly	CE 2
sì	four	NUM 1
Sìyüè (Sìyüe)	April	2.5, T&D 1
-suì	year (of age)	2.5
suìshu(r)	age	2.5•
tā	he, she, it	1.1
tài	too, excessive	CE 2
tàitai	Mrs., wife	1.1
Táiwān Yínháng	Bank of Taiwan	2.2•
tāmen	they	2.3
-táng	class period	2.8•
-tiān	day	2.4
tiāntiān	every day	2.4
tīng	to listen	2.8•, CE 1
tóngzhì	comrade	1.1
Wàijiāo Xuéyüàn	Foreign Service Institute	2.7•
wàizǔfù	maternal grandfather	2.3
wàizǔmǔ	maternal grandmother	2.3
-wèi	(polite counter for people)	2.1
wèn	to ask (for information)	1.4•, CE 2
wèntí	question, problem	CE 2
wénxüé	literature	2.7
wǒ	I, me	1.1
wǒmen	we, us	2.3
wǔ	five	NUM 1
Wǔguānchù	Defense Attache's Office	2.2
Wǔyüè (Wǔyüe)	May	2.5, T&D 1

		Module & Unit
xiàge	next (i.e., next month, xiàge yuè)	2.5*, T&D 2
xiàge xīngqī	next week	2.5*, T&D 2
xiàge yuè	next month	2.5*
xià kè	to end class	CE 1
xiǎng	to think that; to want to, would like to	2.5*, 2.6
xiānsheng	Mr., sir	1.1
xiànzài	now	1.4
xiǎojiě (xiáojie)	Miss	1.1
xiě	to write	2.8
xièxie	thank you	2.2
xìng	to be surnamed	1.1
xīngqī	week	2.6, T&D 2
xīngqījǐ	what day of the week	2.5, T&D 2
Xīngqītiān	Sunday	2.5, T&D 2
Xīngqīyī	Monday	2.5, T&D 2
xiōngdì	brothers	2.3
xiōngdì jiěmèi	brothers and sisters	2.3
xué	to study	2.7
xuéshēng (xuésheng)	student	2.7
xuéxí (xuéxi)	to study, to learn (PRC)	2.7
yě	also	1.4
yī	one	NUM 1
yícì	once, one time	CE 1, CE 2
yìdiǎn(diǎn) (yìdiǎnr)	a little	2.7, CE 2
yíge rén	singly, alone	2.4
yíhào (yīhào)	the first day of the month	2.5
yǐjīng (yǐjing)	already	2.4
Yījiǔ__nián	the year 19__	2.5
Yīngguó (Yīngguo)	England	1.3
yíng le	won	2.3
Yīngwén	English language	2.7
yínháng	bank	2.2
yìsi	meaning	CE 1
Yīyuè (Yíyuè) (-yue)	January	2.5
yǒu	to have; there is/are	2.3
yóuzhèngjú	post office	2.2*
yuè	month	2.5, T&D 1

		Module & Unit
zài	again	CE 1
zài	to be in/at/on	1.4
zài	in/at/on (prepositional verb)	2.2
Zǎo.	Good morning.	2.1, CE 1
zěnme	how	CE 2
zhè	this	2.2
zhège	this (one)	2.2
zhèi	this	2.1
zhèige	this	2.1
zhèige yuè	this month	2.4*, 2.5*
zhèli	here	2.2
zhèngzhixué	political science	2.7
zhèr	here	1.4
zhǐ	only	2.3
zhīdao	to know	2.8*, CE 1
Zhōngguó (Zhōngguo)	China	1.3
Zhōngguo huà	Chinese (spoken) language	2.7
Zhōngwén	Chinese language	2.7
zhù	to stay, to live	2.1, 2.6
zì	character (of Chinese writing)	2.8
zǒu	to leave	2.4
zǔfù	paternal grandfather	2.3
zǔmǔ	paternal grandmother	2.3
zuò	to do, to make	2.7
zuò shì	to work	2.8
zuótiān (zuótian)	yesterday	2.5

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